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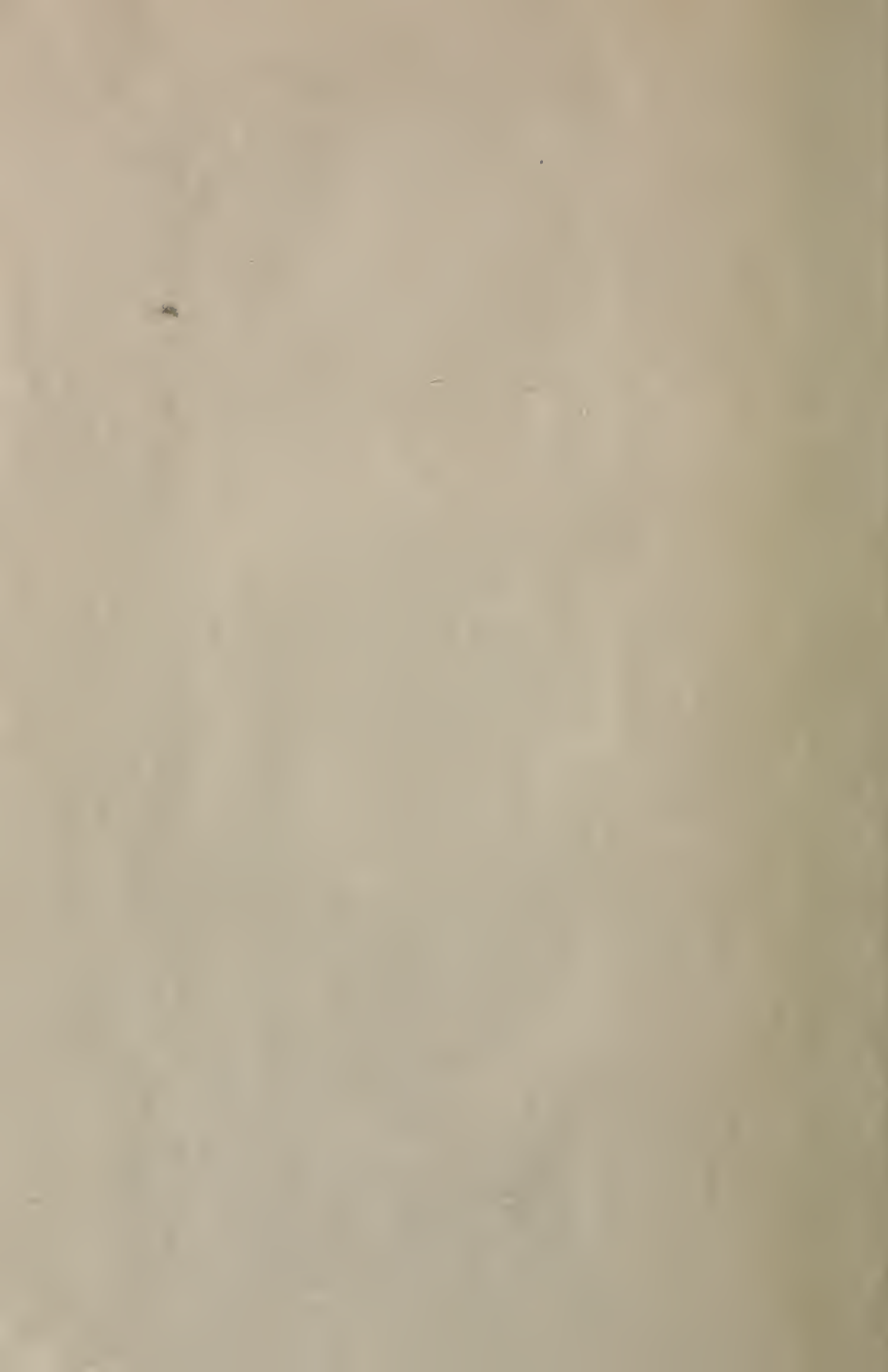
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Vol. XXVI, No. 1

April, 1933



# GUILFORD COLLEGE

## BULLETIN OF INFORMATION

CATALOGUE NUMBER

1932-1933

*Announcement*

*1933-1934*

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PUBLISHED BI-MONTHLY  
BY  
GUILFORD COLLEGE  
ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA

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NORTH CAROLINA





## ACADEMIC CALENDAR

1933

June 5th ..... Commencement  
June 6th ..... Registration, Summer School, 1933  
August 7th ..... Close of Summer School

### OPENING, FALL 1933

September 4th ..... Registration of Freshmen  
September 7th, 1:00 p.m.,  
    Registration of Sophomores, Juniors and Seniors  
September 8th, 11:00 a.m.,  
    Chapel exercises. Faculty and all students attend.  
November 6th ..... First Quarter Ends  
November 30th ..... Thanksgiving Holiday  
December 20th, 11:30 a.m. .... Christmas Holidays Begin

1934

January 3rd, 1:15 p.m. .... Christmas Holidays End  
January 12th to 20th, inclusive,  
    Mid-Year Examinations  
January 13th ..... Centennial Charter Day  
January 22nd ..... Second Semester Begins  
March 26th ..... Third Quarter Ends  
March 27th, 11:30 a.m. .... Spring Holidays Begin  
April 3rd, 1:15 p.m. .... Spring Holidays End  
May 26th to June 2nd ..... Final Examinations  
June 2nd ..... Senior Class Day  
June 3rd ..... Baccalaureate Service  
    Sermon before the Christian Associations  
June 4th ..... Commencement Day  
    Conferring of Degrees  
    Commencement Address  
June 5th ..... Registration of Summer School, 1934  
August 6th ..... Close of Summer School

## ADMINISTRATIVE BOARDS

### BOARD OF TRUSTEES

	<i>Term Expires</i>
D. D. Carroll, Chapel Hill, N. C. ....	1933
C. F. Tomlinson, High Point, N. C. ....	1933
Joseph D. Cox, High Point, N. C. ....	1934
Paul C. Lindley, Pomona, N. C. ....	1934
D. R. Parker, High Point, N. C. ....	1935
A. W. Hobbs, Chapel Hill, N. C. ....	1935
Richard L. Hollowell, Greensboro, N. C. ....	1936
Robert H. Frazier, Greensboro, N. C. ....	1937
W. E. Blair, Greensboro, N. C. ....	1937
Elbert Russell, Durham, N. C. ....	1938

### AUXILIARY COMMITTEES

#### *Advisory Committee*

	<i>Term Expires</i>
Mary M. Petty .....	1933
Lelia D. Hill .....	1933
Bertha E. Cox .....	1933
Hetty O. Hollowell .....	1934
Myrtle Tomlinson .....	1934
Alice Paige White .....	1934
Elva J. Blair .....	1935
Helen T. Binford .....	1935
Notre M. Johnson .....	1935
Roxie D. White .....	1935

### GIRLS' AID COMMITTEE

#### *In Charge of New Garden Hall*

Helen T. Binford .....	Guilford College, N. C.
Marguerite C. Kerner .....	Greensboro, N. C.
Laura P. Hodgins .....	Greensboro, N. C.
Ada Blair .....	High Point, N. C.
Sarah R. Haworth .....	Salisbury, N. C.
May R. Cox .....	High Point, N. C.
Ida E. Millis .....	Guilford College, N. C.
Evelyn M. Haworth .....	Guilford College, N. C.
Rachel F. Taylor .....	High Point, N. C.

Arta A. Barker .....	High Point, N. C.
Maryanna White Johnson .....	Greensboro, N. C.
Callie S. Cude .....	Winston-Salem, N. C.
Dovie Hayworth .....	Greensboro, N. C.
Gertrude Hobbs Körner .....	Charlotte, N. C.

*Honorary Member*

Adelaide E. White .....	High Point, N. C.
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## STANDING COMMITTEES OF THE BOARD OF TRUSTEES

*Auditing and Finance*—R. L. Hollowell, R. H. Frazier.

*Buildings and Grounds*—P. C. Lindley, R. L. Hollowell,  
D. R. Parker.

*Co-operating Committee*—Elbert Russell, J. D. Cox, D.  
D. Carroll, A. W. Hobbs.

*Endowment*—R. H. Frazier, C. F. Tomlinson, R. L.  
Hollowell, W. E. Blair, D. R. Parker.

*Farm and B. D.*—W. E. Blair, P. C. Lindley.

*Officers and Faculty*—D. D. Carroll, J. D. Cox, C. F.  
Tomlinson, A. W. Hobbs, Elbert Russell, Raymond  
Binford.

## COLLEGE OFFICERS OF ADMINISTRATION

Raymond Binford .....	<i>President</i>
Clyde A. Milner .....	<i>Dean</i>
Ernestine C. Milner .....	<i>Personnel Director</i>
Katharine C. Ricks .....	<i>Librarian</i>
Della F. Shore .....	<i>Assistant Librarian</i>
N. Era Lasley .....	<i>Registrar</i>
Edgar T. Hole .....	<i>Financial Agent</i>
Maud L. Gainey .....	<i>Treasurer</i>
Elizabeth Bruce .....	<i>Dietitian</i>
Elizabeth Moore .....	<i>Nurse</i>
Emily R. Levering .....	<i>Matron New Garden Hall</i>
Mamie A. Anderson .....	<i>Matron Cox and Archdale Halls</i>

FACULTY COMMITTEES

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*Advisory Committee*—Raymond Binford, Clyde A. Milner, Ernestine C. Milner, Edgar T. Hole, E. G. Purdom, Philip W. Furnas, Katharine C. Ricks, F. C. Shepard.

*Athletics for Men*—F. Carlyle Shepard, E. G. Purdom, J. Wilmer Pancoast, John P. Anderson.

*Athletics for Women*—Dorothy Gilbert, Elizabeth A. Anderson, Elizabeth Moore.

*Campus*—A. I. Newlin, K. C. Ricks, Eva G. Campbell, J. W. Pancoast.

*Credentials*—N. Era Lasley, F. Carlyle Shepard, Clyde A. Milner.

*Debates*—A. I. Newlin, Elwood C. Perisho, Philip W. Furnas, Ernestine C. Milner.

*Examinations*—J. Wilmer Pancoast, Eva M. Newlin, H. A. Ljung.

*High School Day*—F. Carlyle Shepard, John P. Anderson, Elizabeth Bruce, Ernestine C. Milner.

*Lectures and Entertainment*—J. Wilmer Pancoast, Elwood C. Perisho, Samuel L. Haworth, Maud L. Gainey, Helen T. Binford, Max Noah.

*Library*—Katharine C. Ricks, Dorothy Gilbert, N. Era Lasley, Philip W. Furnas, Clyde A. Milner, James L. Fleming, Eva G. Campbell.

*Personnel*—Clyde A. Milner, F. Carlyle Shepard, John P. Anderson, E. G. Purdom, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine C. Ricks, Ernestine C. Milner.

Vocational Guidance—Ernestine C. Milner, F. Carlyle Shepard, Elizabeth Bruce, Elwood C. Perisho, W. O. Suiter.

Student Affairs—N. Era Lasley, Dorothy Gilbert, E. G. Purdom, A. I. Newlin.

Girls' Conduct—Ernestine C. Milner, Emily R. Levering, Katharine C. Ricks.

Men's Conduct—Clyde A. Milner, John P. Anderson, E. G. Purdom, F. Carlyle Shepard.

Absences—N. Era Lasley, Ernestine C. Milner, Emily R. Levering, Clyde A. Milner.

*Social*—Ernestine C. Milner, Clyde A. Milner, Helen T. Binford, E. G. Purdom, Gail Wilbur, Eva M. Newlin, Eva G. Campbell, H. A. Ljung, Elizabeth C. Bruce.

## FACULTY

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RAYMOND BINFORD ..... *President of the College  
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

JAMES FRANKLIN DAVIS ..... *Professor Emeritus*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Universities Leipzig and Strassburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College since 1888.

ELWOOD CHAPPELL PERISHO ..... *Lecturer and Professor  
of Geology*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; D.Sc., University of South Dakota, 1929; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, State College of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

J. WILMER PANCOAST ..... *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago, University of Wisconsin; Instructor in Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

KATHARINE C. RICKS ----- *Librarian*

B.S., Guilford College, 1904; Student in library class at the Virginia State Library, 1905-1907; Graduate Student in the Library School of Columbia University, summer 1927, and year 1927-1928; Assistant in the library of the University of Virginia, 1911-1912; Librarian at Guilford College, since 1922.

EVA GALBREATH CAMPBELL ----- *Professor of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Ph.D., Ohio State University, 1931; Graduate Student, University of Chicago, summer 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH ----- *Professor of Biblical Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1918-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

ALGIE INNMAN NEWLIN ----- *Professor of History and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College 1922; Graduate Student Columbia University, summer 1923; Graduate Student University of California, 1924; Graduate Student University of Wisconsin, summer 1925; Graduate Student Johns Hopkins University, 1926-27; Graduate Student at the Graduate Institute of International Relations of the University of Geneva, 1929-1931; Instructor in History, Burlington High School, 1922-1923; Professor of History and Political Science, Pacific College, 1923-1924; Professor of History and Political Science, Guilford College, 1924-1926, 1927-1929, and since 1931.

DOROTHY LLOYD GILBERT ----- *Associate Professor of English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927; Instructor in English, Guilford College, 1926-1928; Associate Professor of English, since 1929.



PHILIP W. FURNAS ----- *Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

\*E. GARNES PURDOM ----- *Associate Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland, Kentucky, High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; University of Michigan two summers, 1929-1930; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH ----- *Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Graduate student, Columbia University summers, 1928, 1930, 1931, 1932; student, Westminster Choir School, Ithaca, N. Y., summer 1929; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

EVA MILES NEWLIN ----- *Associate Professor of  
Modern Languages*

A.B., Pacific College, 1924; Traveler and Student in Europe, 1924-1925; A.M., Willamette University, 1926; Instructor in German, Willamette University Summer School, 1926; Professor of Modern Languages, Pacific College, 1926-1928; Guilford College, since 1928.

ELIZABETH CARENE BRUCE ----- *Associate Professor of  
Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics, Georgia Normal School, 1921-1927; Associate Professor of Home Economics, Guilford College, since 1928.

FREDERICK CARLYLE SHEPARD ----- *Professor of  
Education*

A.B., University of North Carolina, 1921; A.M., University of North Carolina, 1925; Graduate Student, University of North Carolina, 1925-1927; Teacher of Science, Goldsboro, 1921-1925; Greensboro, 1928-1929; Guilford College, since 1929.

\*On leave of absence 1932-1933.



JOHN P. ANDERSON ..... *Director Physical Education*

A.B., Hendrix College, 1924; A.M., Columbia University, 1932; Student University of Illinois, 1925; Peabody Summer School, 1925 and 1927; Summer School University of Michigan, 1926; Athletic Director High School, Forest City, Arkansas, 1925-1926; Assistant Coach, Southern College, 1926-1927; Director Physical Education High School, Roanoke Rapids, N. C., 1927-1929; Guilford College, since 1929.

CLYDE A. MILNER ..... *Dean of the College  
and Professor of Philosophy*

A.B., Wilmington College, 1921; A.M., Haverford College, 1922; B.D., Hartford Theological Seminary, 1924; University of Chicago, summer 1924; Student at Marburg University; University of Geneva; J. J. Rousseau Institute, 1927-1928, on the John S. Wells Fellowship; Dean of Men, Earlham College, 1924-1930; Instructor in Philosophy and Psychology, 1924-1925; Assistant Professor of Philosophy, 1925-1927; Professor of Psychology, 1927-1930; Guilford College, since 1930.

ERNESTINE COOKSON MILNER ..... *Personnel Director*

A.B., Miami University, 1918; B.S., Miami University, 1919; Student National Training School of Y. W. C. A., summer 1920; A.M., Wellesley College, 1926; Graduate Student at Ohio State University; Y. W. C. A. Secretary Miami University, 1918-1919; Instructor in McGuffey Model School Miami University; Y. W. C. A. Secretary Ohio State University, 1919-1923; Acting Dean of Women Ohio State University, summer 1923; Dean of Women Parsons College 1924-1926; Dean of Women and Assistant Professor of Psychology, Earlham College, 1926-1930; Guilford College, since 1930.

JAMES L. FLEMING ..... *Associate Professor of French*

B.S., Wake Forest, 1927; Student at Sorbonne, Paris, 1927-1928; Fellow to the Ecole Normal de Valence, 1928-1929; Student at the University of Paris and also taking work with the Alliance Francaise, the Institute of Phonetics and pupil in diction to Madame de Tovar of the Comidie Francaise; Guilford College, since 1930.

GAIL WILBUR ..... *Instructor in Piano and  
Public School Music*

Student in Piano for thirteen years with various instructors; Student of Voice for two and a half years; Student at the Columbia School of Music, 1912-1914; Student at the Northwestern University, 1928-1929; Student in various summer schools for eight summers; fourteen years' experience teaching in public schools and one normal school; Guilford College, since 1930.

HARVEY ALBERT LJUNG -----*Professor of Chemistry*

B.S., University of North Carolina, 1927; M.S., University of North Carolina, 1928; Ph.D., University of North Carolina, 1931; Assistant in Chemistry, University of North Carolina, 1927-1931; Professor of Chemistry, Guilford College, since 1931.

WILLIAM O. SUITER -----*Professor of Economics and  
Business*

B.A., University of Texas, 1927; M.A., University of Texas, 1929; Two Years Graduate Study, University of Chicago, 1930-1932; Principal and Coach Sharyland High School, Mission, Texas, 1925-1927; Instructor in Economics, University of Texas, 1927-1929; Assistant Professor of Economics, Texas Christian University, 1929-1930; Research Assistant, University of Chicago, 1930-1932; Professor of Economics and Business, Guilford College, 1932-1933.

WILLIAM EDWARDS CRANFORD -----*Associate Professor  
of Physics*

A.B., Duke University, 1929; B.S. in Electrical Engineering, Massachusetts Institute of Technology, 1931; M.S. in Electrical Engineering, Massachusetts Institute of Technology, 1932; Associated with the Western Electric Company, The New York Telephone Company, and The Bell Laboratories at various times, 1929-1931; Guilford College, 1932-1933.

# GUILFORD COLLEGE

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## HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered January 13, 1834, under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in August, 1837, with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. On January 25, 1889, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in co-operation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the Colony and State of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 235

years. Their desire to found an institution of learning grew out of a conviction that a democratic fellowship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, not so much to produce a trained ministry as to produce a trained society.

### THE CENTENNIAL

On June 18, 1927, the Board of Trustees appointed a Centennial Committee composed of members of the board, the advisory committee, and faculty, old students, and alumni. In August of 1927 just ninety years after the school was opened the committee began its work. The increase of the endowment, the completion of King Hall, and the building of a gymnasium were among the objectives to be accomplished by the centennial year. In August of 1929 the committee engaged the services of E. T. Hole as financial agent for the college. It was to be his duty to secure funds for operation and for an increase of the endowment. In January 1930 an agreement was made with Edwin W. Vose of New York City with a view to enlarging our contacts in the hope of securing the funds to promote the centennial projects. Through the leadership of Mr. Vose a detailed program of achievements for the centennial year were worked out and a New York committee composed of alumni and Friends and other prominent citizens was organized. The centennial club was formed in the spring of 1930 for the purpose of raising a sustaining fund to meet the operating expenses up to the one hundredth year. The contract with Edwin Vose was terminated in January 1931. The New York committee, however, continues to function in a very generous and helpful way.

The most effective efforts towards reaching some of the goals set before us have been in connection with the reorganization of the curriculum and the preparation

of syllabi to guide our students in their scholastic achievements. In connection with this work a considerable enlargement of the library through a donation from the Carnegie Corporation and assistance from our many friends has been achieved, and as a result the intellectual work of the college centers more and more around the library and is based less and less on a single textbook and the viewpoints of one or two men.

In the fall of 1931 Alfred Busselle of New York City was secured as the architect for the purposed remodeling and building program connected with the celebration of the centennial year. In the fall of 1932 the faculty and students took up the task of working out in greater detail the objectives toward which we will work as a fitting goal for the one hundred years of achievement in the interests of a liberal arts training. These objectives are being sent out to the alumni and other interested groups for their consideration, advice, or approval.

### **POLICY**

The founders of New Garden Boarding School were interested in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety-six years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional or technical training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public schools and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.



The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such anumber work may be carried on in a way, bringing out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, co-operative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Every one is essential to the well-being of the community as a whole. In the last year of the centennial year.

### RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings, and in Sunday School work, faculty and students co-operate in the upbuilding of Christian character.

### LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate. Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dotly-Madison Well, marking the birthplace of a charming mistress of the White House. In the other

direction is the birthplace of "Uncle Joe Cannon," and three miles to the north the famous battle ground of Guilford Courthouse, now a national park. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

### BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation. The college maintains a dairy and truck garden.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick thoroughly substantial and pleasing in appearance.

*Founders Hall* stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office of the Dean of Women, and reception rooms. The home economics laboratory and class rooms are also in this building.

*Archdale Hall* was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now accommodate comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

*Y. M. C. A. Hall* was built in 1891 for the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall and music rooms. The second floor has been made into two handsomely equipped literary

society rooms for the Websterian and Henry Clay Societies.

*Memorial Hall* was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, post office, chemical laboratory and lecture room, biological laboratory, auditorium, office of the student publications, *The Guilfordian* and *The Quaker*, and the museum.

*New Garden Hall* was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting for the girls who wish to reduce expenses by co-operative housekeeping. The hall affords accommodations for fifty-six girls, besides a reception room and living room for the matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls' Aid Endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

*The Library.* The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains 14,700 volumes. The Carnegie Corporation has granted the college \$8,000 to be used in the purchase of books. This, together with other extensive improvements, is making the Library the center of the intellectual life of the College. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.



The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

*King Hall.* The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven class rooms, the physical laboratory, the laboratory for freshmen science and the psychological laboratory.

*Cox Hall* is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room.

*The Museum.* The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

*The Gymnasium,* erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

*Athletic Fields.* The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

*The Laboratories.* The College possesses five laboratories: Psychology, Chemistry, Physics, Biology, and

Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

### THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

### ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years the endowment of the college has been substantially increased. The total fund now amounts to \$570,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. The plant and the endowment have recently been estimated to be worth \$1,000,000.

## REQUIREMENTS FOR ADMISSION

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

### SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Electives	6½ units

a. A high school course taken five periods a week for one school year is valued at one unit.

b. Not less than two units will be accepted in any one language, unless presented as an elective.

c. Students who intend to major in Mathematics or one of the sciences should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant should submit in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records that the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

### ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English .....	4
Social Science, including History and Civics .....	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry .....	4
Greek .....	3
Latin .....	4.7
French .....	3
German .....	3
Spanish .....	2
Physiography .....	1 or .5
General Science .....	1 or .5
Biology .....	1 or .5
Botany .....	1 or .5
Zoology .....	1 or .5
Physiology .....	1 or .5
Chemistry .....	1 or .5
Physics .....	1 or .5
Drawing .....	1

### Vocational Subjects

Commercial Geography .....	.5
Agriculture .....	2
Manual Training .....	2
Home Economics .....	2
Stenography .....	1

Commercial Arithmetic .....	1
Bookkeeping .....	1
Bible .....	2
Music .....	2
Expression .....	.5

#### ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

#### SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 23 will be classed as irregular students.

## REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and must have 120 or more quality points.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year (twelve or more semester hours) of the work required for the degree must be done in residence.

No student will be granted a degree who has attended college less than the equivalent of three years and two summer schools.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses that they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to



## COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be French or German, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

In selecting the required subjects outlined on page 27 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships, while an acquaintance with Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By a series of carefully planned syllabi this academic work is all integrated into a unity which transcends the usual departmental mindedness of the conventional college course. Arrangements are being made whereby the student may accomplish this work as rapidly as his ability and initiative will permit.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject; then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be



continued through the Junior and Senior years and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major.

No credit toward a major will be given for a course in which the student receives a grade less than C.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, Philosophy, French, German, History, Economics, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who can not prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

## GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *Inc.*, and *F*.

*A* represents exceptional attainment and should normally be awarded to the highest two to eight per cent of the students; *B* represents superior attainment and should be awarded to the next twenty to twenty-five per cent of the students; *C* represents average and should be awarded to the middle forty or fifty per cent; *D* represents passing attainment that is below average; *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

These marks are to be based upon the amount of knowledge, or level of attainment, achieved by the student in the subject. This amount or level should as far as possible be measured by objective tests and should not take into account such factors as pupil's personality, interest, industry, attendance, deportment, or general matters of discipline.

The following quality-point system is used with the above system of marking:

For each semester hour in which the student has the mark *A* he will be given 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in Physical Education. The credit hours on which a student has a failing grade are counted in making averages unless the course has been repeated and passed, or some course has been substituted for it.

## CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course, unless the Personal Committee has recommended the withdrawal.

## EXTRA HOURS

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty and never more than twenty-one hours.

Piano and voice lessons shall be limited to the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made an average of B during the preceding semester.

PROFESSIONAL COURSES  
FORMAL REPORTS

In order to give students experience in the art of presenting topics in public, each Sophomore is required to discuss some topic in connection with his major work before a Faculty Committee in one of the classes in his major subject.

Members of the Junior Class are required to make a more extended discussion of some topic either on some public occasion or before a class group.

department of business management and clerical work.

## THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have an average of 2.5 or more on all their work will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and a committee appointed from the faculty.

### CANDIDATES FOR DEGREES

All students who expect to graduate in June or August of the following year are required to file an application for graduation with the Registrar on, or before, November 1st. The Dean, the Registrar, and the Head of the Department concerned will make recommendations to the faculty concerning anyone who may not have regular senior standing.

### PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

### PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. *Pre-medical, pre-engineering, pre-law* courses and courses for *religious workers* are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College. The department of economics and business provides special training for business management and clerical work.

## OUTLINE OF COURSES

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The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semester, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

### BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only 24 hours in biology, but a total of 54 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires 24 hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

General biology, bacteriology, and physiology are required in home economics. Bacteriology and physiology are open to all students having completed *Biology 12*.

**BIOLOGY 1—INVERTEBRATE ZOOLOGY.** One lecture and six hours of laboratory work each week. Credit: three hours first semester.

It is the purpose of this course to acquaint the student with the morphology, development, and the essential points in classification of the invertebrate forms.

Prerequisite: *Biology 12*.

**BIOLOGY 2—BOTANY.** One lecture and six hours laboratory work each week. Credit: three hours second semester.

This course consists of a study of the structure and life processes of plants with special reference to the life histories of the different forms studied.

Prerequisite: *Biology 12*.

**BIOLOGY 3-4—VERTEBRATE ZOOLOGY AND COMPARATIVE ANATOMY.** One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 12*.

**BIOLOGY 6—GENERAL EMBRYOLOGY.** One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 12*.

**BIOLOGY 7-8—ADVANCED BIOLOGY.** Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.



**BIOLOGY 9—BACTERIOLOGY.** One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. The laboratory work includes the preparation of culture media, the study of some of the more important non-pathogenic bacteria, the observation of biological changes in the cultures, the preparation of bacteria for microscopic study, and the examination of water and milk.

Prerequisite: *Biology 12*.

**BIOLOGY 10—PHYSIOLOGY OF THE HUMAN BODY.** Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

**BIOLOGY 11—BIOLOGY SEMINAR.** Credit: to be determined by amount and quality of work done. First semester.

Open only to advanced students in biology.

**BIOLOGY 12—AN INTRODUCTION TO BIOLOGY.** Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.

**BIOLOGY 14—TECHNIQUE IN HISTOLOGY AND PATHOGENIC BACTERIOLOGY.** Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Prerequisite: *Biology 9*, or its equivalent.

**EDUCATION 21—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL BIOLOGY.** Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by biology in attaining these objectives. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

*Equipment.* The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology, collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

### CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshmen year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineer-



ing, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

**CHEMISTRY 1-2—GENERAL CHEMISTRY.** Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

**CHEMISTRY 3—QUALITATIVE ANALYSIS.** Two lectures and six hours of laboratory each week. Credit: four hours first semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

*Offered 1933-1934, and alternate years.*

**CHEMISTRY 6—QUANTITATIVE ANALYSIS.** One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2, and 3.*

*Offered 1933-1934, and alternate years.*

**CHEMISTRY 7-8—ORGANIC CHEMISTRY.** Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

*Offered 1932-1933, and alternate years.*

**CHEMISTRY 9—THEORETICAL CHEMISTRY.** Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

**CHEMISTRY 11—ADVANCED QUALITATIVE ANALYSIS.** Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

**CHEMISTRY 12—ADVANCED QUANTITATIVE ANALYSIS.** Laboratory and lectures; second semester. Credit: to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

**CHEMISTRY 14—CHEMISTRY OF FOOD AND NUTRITION.** Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7.*

*Offered 1932-1933, and alternate years.*

**CHEMISTRY 15—CHEMISTRY SEMINAR.** Lectures, laboratory and outside reading; first semester. Credit: to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

**EDUCATION 23—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL CHEMISTRY.** Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach chemistry in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by chemistry in attaining these objectives. Related materials will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

**EDUCATION 29—MATERIALS AND METHODS OF TEACHING GENERAL SCIENCE IN HIGH SCHOOL.** Three hours each week. Credit: three hours first semester.

This course will consider the educational preparation of the teacher of general science; the historical development of teaching general science; the aims and values of general science; and the effect of the aims and values upon the selection of the subject-matter and upon the methods of organizing and presenting it. Special lesson planning is provided for the students, to be followed by criticisms and discussions. This course is prerequisite to Education 50.

### ECONOMICS AND BUSINESS —

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and, where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. Economics 1 and Economics 2 are intended primarily for Freshmen. Economics 3-4 is a basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Not later than the end of the Freshman year, the student should choose a related subject to be carried along with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

**ECONOMICS 1—INDUSTRIAL AND COMMERCIAL GEOGRAPHY.** Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

**ECONOMICS 2—ECONOMIC ORGANIZATION.** Three hours each week. Credit: three hours second semester.

The course is designed to acquaint the student with the organization of production, the relationship between the different parts of the productive system, and the historical development of our present industrial society. Primary attention is given to the economic development of the United States.

**ECONOMICS 3-4—GENERAL ECONOMICS.** Three hours each week. Credit: three hours each semester.

The purpose of the course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

**ECONOMICS 5—MONEY AND BANKING.** Three hours each week. Credit: three hours first semester. (Formerly Economics 5-6.)

In the course a careful study is made of our present monetary and banking system. Emphasis is placed upon the features of a good money and banking system and monetary fallacies are explained. Historical developments are traced briefly, and current banking and credit policies are analyzed. The practices of foreign countries are compared with our own.

Prerequisite: *Economics 3-4.*

*Offered 1934-1935, and alternate years.*

**ECONOMICS 6—BUSINESS LAW.** Three hours each week. Credit: three hours second semester. (Formerly Economics 2.)

A study is made of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Not open to first year students.

*Offered 1934-1935, and alternate years.*

**ECONOMICS 7-8—PRINCIPLES OF ACCOUNTING.** Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester.

This course is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first year students.

*Offered 1933-1934, and alternate years.*

**ECONOMICS 9—PRINCIPLES OF MARKETING.** Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours first semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Not open to first year students.

*Offered 1933-1934, and alternate years.*

**ECONOMICS 10—BUSINESS MANAGEMENT AND FINANCE.** Textbook, original sources and reports. Three hours each week. Credit: three hours second semester. (Formerly Economics 13-14.)

The course is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations. Emphasis is also placed upon financial policies and financial management of both individual proprietorships and corporations.

Prerequisite: *Economics 3-4.*

*Offered 1933-1934, and alternate years.*

**ECONOMICS 11—LABOR PROBLEMS.** Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

In the course a brief survey is made of our most important labor problems. It deals with labor organizations, industrial relations, and labor legislation.

Prerequisite: *Economics 3-4.*

*Offered 1934-1935, and alternate years.*

## COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) Students who desire to obtain a more strictly practical training along with their college work. Students who plan to take the four-year course should postpone typewriting and shorthand until the Junior or Senior year. For the cost of these courses see Expense and Fees on page 97.

**BUSINESS A—TYPEWRITING.** The purpose of this course is to teach the student the touch system of typewriting. In addition to learning the keyboard and the elements of letter writing, the student is expected to develop as much speed and accuracy as possible. Offered either semester. No college credit.

**BUSINESS B—SHORTHAND.** This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives. This class meets for three recitations each week for two semesters. No college credit.

**BUSINESS C—ELEMENTARY BOOKKEEPING.** This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts. Three meetings each week. Spring semester. No college credit.

## EDUCATION

It is the purpose of the Department of Education to develop in the student an understanding and appreciation of the school as an institution; to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and



methods of teaching based on sound psychological and sociological principles; and to equip him for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

**EDUCATION 1—CLASSROOM MANAGEMENT.** Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for Sophomores, but Freshmen may register by special permission.

**EDUCATION 3—HISTORY OF EDUCATION.** Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

*Offered 1932-1933, and alternate years.*

**EDUCATION 5—EDUCATIONAL SOCIOLOGY.** Three hours each week. Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes and values as effecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

*Offered 1932-1933, and alternate years.*

**EDUCATION 7—TESTS AND MEASUREMENTS.** Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

**EDUCATION 10—ELEMENTARY SCHOOL METHODS.** Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

**EDUCATION 11—PRINCIPLES OF SECONDARY EDUCATION.** Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

**EDUCATION 21—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL BIOLOGY.** Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Biology.)

**EDUCATION 23—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL CHEMISTRY.** Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

**EDUCATION 25—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH.** Three hours each week. Credit: three hours first semester.

(See course outlined in Department of English.)



EDUCATION 27—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL HISTORY. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of History.)

EDUCATION 29—MATERIALS AND METHODS OF TEACHING GENERAL SCIENCE IN HIGH SCHOOL. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

EDUCATION 31—MATERIALS AND METHODS OF TEACHING SCHOOL MATHEMATICS. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Mathematics.)

EDUCATION 33—MATERIALS AND METHODS OF TEACHING MODERN LANGUAGES IN HIGH SCHOOL. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Romance Languages.)

EDUCATION 35—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL PHYSICS. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physics.)

EDUCATION 39-40—SPECIAL METHODS IN HOME ECONOMICS. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Home Economics.)

EDUCATION 41—THEORY AND PRACTICE OF PHYSICAL EDUCATION. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physical Education for Women.)

**EDUCATION 47—SUPERVISION OF PUBLIC SCHOOL MUSIC.** Three hours each week. Credit: three hours first semester.

(See course outlined under Music Education.)

**EDUCATION 50—OBSERVATION AND DIRECTED TEACHING.** Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

In connection with practice teaching there will be some expense which the student is expected to pay.

**PSYCHOLOGY 1—GENERAL PSYCHOLOGY.** Three lectures and two hours of laboratory each week. Credit: three hours first semester.

(See course outlined under Psychology—Department of Philosophy.)

**PSYCHOLOGY 2—CHILD PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 2—Department of Philosophy.)

**PSYCHOLOGY 6—EDUCATIONAL PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 6—Department of Philosophy.)

## ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical literature, and

the literature of other nations will be expected. A major in English shall be constituted as follows: English 3-4, 13-14, and at least nine hours selected from courses 5-6, 8, 9-10, 18, 22, and 28. Extra courses are advised for those who can work them in. In addition a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing or public speaking. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *3-4* must be taken in the first and second years respectively.

#### ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

**ENGLISH 1-2—ENGLISH COMPOSITION.** Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

**ENGLISH 3-4—SURVEY OF ENGLISH LITERATURE.** Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

ENGLISH 5-6—ROMANTIC MOVEMENT, AND TENNYSON AND BROWNING. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

*Offered 1932-1933, and alternate years.*

ENGLISH 8—AMERICAN LITERATURE. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

ENGLISH 9—ELIZABETHAN DRAMATISTS EXCLUSIVE OF SHAKESPEARE. Three hours a week. Credit: three hours first semester. Must be followed by English 10 for credit.

ENGLISH 10—SHAKESPEARE. Three hours each week. Credit: three hours second semester.

Two dramas will be studied intensively and ten of the other great dramas extensively.

ENGLISH 11—ARGUMENTATION AND DEBATING. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

ENGLISH 12—CREATIVE COMPOSITION. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

ENGLISH 13—SPENCER. Three hours each week. Credit: three hours first semester.

The Fairy Queen as a whole and problems in connection with Spencer.

ENGLISH 14—CHAUCER. Three hours each week. Credit: three hours second semester.

A rapid introduction to Chaucerian grammar and the reading of the most important of the Canterbury Tales and Troilus and Cresseide.

**ENGLISH 18—CONTEMPORARY LITERATURE.** Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

*Offered 1933-1934, and alternate years.*

**ENGLISH 19—GENERAL LITERATURE.** Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Required of all sophomores.

**ENGLISH 22—THE ENGLISH NOVEL.** Three hours each week. Credit: three hours second semester.

Approximately forty great novels will be read and discussed.

*Offered 1932-1933, and alternate years.*

**ENGLISH 28—MASTERPIECES OF THE DRAMA IN ENGLAND AND AMERICA.** Three hours each week. Credit: three hours the second semester. Alternates with English 22.

**ENGLISH 31—CHILDREN'S LITERATURE.** Two hours each week. Credit: two hours first semester.

This course makes a comprehensive study of the literature for children. The stories and poems are classified according to the psychological characteristics of the various periods of childhood. Creative work in the field of children's literature is required of students.

*Offered 1934, and alternate years.*

**EDUCATION 25—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH.** Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

### EXPRESSION

**EXPRESSION 1—ORAL INTERPRETATION.** One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature and to train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice will be stressed.

Fee: \$20.00 each semester.

**EXPRESSION 2—PLAY PRODUCTION.** One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

Fee: \$20.00 each semester.

## GEOLOGY

**GEOLOGY 1-2—GENERAL GEOLOGY.** Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

**GEOLOGY 4—ECONOMIC, STRUCTURAL AND HISTORIC GEOLOGY OF THE UNITED STATES AND NORTH CAROLINA.** Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the structural, historic and economic phases of geology and mineralogy. It will supplement in a very material way the preparation of all students wishing to teach general science in our high schools. The economic phase will include the common ores generally used in the mining of iron, copper, lead, zinc, tin, nickel, gold, silver, and other commercial ores. Also we will make a study of methods used in changing the ores into minerals of commercial value. This course will make a study of the building stone material of North Carolina and will visit many interesting places in and near Greensboro in order to understand better the work done at brick, tile, sewer pipe plants; at the iron fabricating plant; at the foundry and iron moulding plants; at the sawmill and veneering plants; the highway and road construction work. An understanding and an appreciation of the value of our economic resources is one of the chief aims of the course.



**GEOLOGY 5—THE EARTH.** Three hours each week. Credit: three hours first semester.

This course forms the first part of the natural science course offered in the freshman year. The position of the Earth in relation to other heavenly bodies and the structure and composition of the Earth are studied by the aid of Physics and Chemistry. The course, therefore, introduces the student to the physical sciences. It gives some idea of man's conquest of the physical forces and the modern conception of the Universe.

### GERMAN

The work outlined in the courses in German is designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available in other departments.

**GERMAN 1-2—ELEMENTARY GERMAN.** Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Evans and Röseler, *College German*; and some simple prose text.

This course is prerequisite to all other courses in German.

GERMAN 3-4—ADVANCED GERMAN GRAMMAR AND COMPOSITION. Three hours each week. Credit: three hours each semester.

Translation and outside reading with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

GERMAN 5—LESSING AND SCHILLER. Three hours each week. Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

GERMAN 6—MODERN GERMAN DRAMA. Three hours each week. Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

GERMAN 7-8—GOETHE. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4*.

GERMAN 9-10—HISTORY OF GERMAN LITERATURE. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8*.

GERMAN 11—FAUST. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.



## HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, except History 7 and Political Science 20. History 5 and 6 are required for a major in this department. History 5, 6, 8, 9, and Political Science 22, 23, 24, and 26 are open to juniors and seniors, all other courses are open to freshmen and sophomores.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

## HISTORY

**HISTORY 1-2—ANCIENT AND MEDIEVAL HISTORY.** Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

*Offered 1932-1933, and alternate years.*

**HISTORY 3-4—MODERN AND CONTEMPORARY EUROPEAN HISTORY.** Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

*Offered 1933-1934, and alternate years.*

**HISTORY 5-6—AMERICAN HISTORY.** Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

**HISTORY 7—LEADERSHIP IN THE AMERICAN REPUBLIC.** Three hours each week. Credit: three hours first semester.

In this course a survey is made of the lives of a selected list of eminent Americans. One of the main objects of the course is to trace the part played by these leaders in the origin and development of the American Republic.

*Offered 1933, and alternate years.*

**HISTORY 8—THE AMERICAN FOREIGN POLICY.** Three hours each week. Credit: three hours second semester. (Formerly History 7.)

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

**HISTORY 9—ENGLISH CONSTITUTIONAL HISTORY.** Three hours each week. Credit: three hours first semester. (Formerly History 12.)

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law.

Open to juniors and seniors.

## POLITICAL SCIENCE

POLITICAL SCIENCE 20—PROBLEMS OF CITIZENSHIP. Three hours each week. Credit: three hours second semester.

This course makes a general survey of numerous problems which the active citizens of the United States ought to understand. It includes a brief study of the political organization in the United States and the privilege and obligations which it assigns to the individual. A study is also made of the outstanding social and economic problems of the present time.

*Offered 1935, and alternate years.*

POLITICAL SCIENCE 21—PRINCIPLES OF POLITICAL SCIENCE. Three hours each week. Credit: three hours first semester. (Formerly History 11.)

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

*Offered 1934, and alternate years.*

POLITICAL SCIENCE 22—GOVERNMENTS OF EUROPE. Three hours each week. Credit: three hours second semester. (Formerly History 8.)

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

*Offered 1935, and alternate years.*

POLITICAL SCIENCE 23-24—AMERICAN GOVERNMENT. Three hours each week. Credit: three hours each semester. (Formerly History 9-10.)

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

*Offered 1933-1934, and alternate years.*

**POLITICAL SCIENCE 26—INTERNATIONAL ORGANIZATION.** Three hours each week. Credit: three hours second semester. (Formerly History 14.)

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are: the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, and the League of Nations.

*Offered 1934, and alternate years.*

**EDUCATION 27—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL HISTORY.** Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

*Offered 1933, and alternate years.*

### HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching in our public schools. Courses in related sciences are required as a background for the more technical courses in the department. It is the purpose to prepare students who major in Home Economics for teaching, community work, or executive work as matron or dietitian in public or private institutions.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7, Chemistry 14, Biology 9, Biology 10, and Household Physics.*

Students planning to teach Home Economics must take all the courses outlined in this department and in

addition must take the following: *Chemistry 7, Chemistry 14, Biology 9, Biology 10, Household Physics and Education 11, 39, 40, and 50, and Psychology 6.*

Thirty hours credit in Home Economics is the maximum amount that will be allowed on the degree of Bachelor of Science.

**HOME ECONOMICS 1—PRINCIPLES OF FINE AND INDUSTRIAL ARTS.** One lecture and six hours of laboratory work each week. Credit: three hours first semester.

This course deals with the principles of drawing in water colors, charcoal, crayon, ink, and pencil. Cut paper work, poster making, and clay modeling are also studied. For those who are preparing to teach, the methods used in the secondary schools are presented.

**HOME ECONOMICS 2—CLOTHING AND TEXTILES I.** One lecture and six hours of laboratory work each week. Credit: three hours second semester.

This course deals with the history and development of the textile industry. It includes a study of the production and manufacture of cotton and linen fabrics. Instruction will be given in darning, patching and the making of cotton and linen garments.

**HOME ECONOMICS 3—CLOTHING AND TEXTILES II.** One lecture, six hours of laboratory work each week. Credit: three hours first semester.

This is a continuation of the work taken up in Home Economics 2. More difficult patterns are used and silk and woollen materials are included. The making over of garments and the relationship of shopping to income are also studied.

Prerequisite: *Home Economics 2.*

**HOME ECONOMICS 4—FOOD AND COOKERY.** One lecture, six hours of laboratory work each week. Credit: three hours second semester.

This course includes the study of the source, manufacture and preparation of foods. Balanced menus are planned and served.

**HOME ECONOMICS 5—FOOD AND COOKERY.** One lecture and six hours of laboratory work. Credit: three hours first semester.

This course is a continuation of the work in Home Economics 4. The problem of preparing nutritious food at a moderate cost based on the average American family of five is studied. Attention is given to the service suited to the daily needs of the family as well as service for more formal occasions.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 12, Physiology.*

**HOME ECONOMICS 6—CLOTHING AND COSTUME DESIGNING III.** One lecture, six hours of laboratory each week. Credit: three hours second semester.

The work in this course is a continuation of that taken up in Economics 3. The history of costumes, the problem of the clothing budget, the relation of the consumer to the factory organization and methods are studied. Millinery, tailored garments, and evening gowns are included in the work of this course.

Prerequisite: *Home Economics 2, and 3.*

**HOME ECONOMICS 7—NUTRITION I.** Three hours each week. Credit: three hours first semester.

A study of the quantitative requirements of carbohydrates, proteins, minerals, and vitamins in the food of children and of adults. The sources from which the proper proportions of these materials may be obtained and physiological processes involved in the digestion, absorption, assimilation, and utilization of the foods will be studied.

**HOME ECONOMICS 8—NUTRITION II.** Two lectures and three hours of laboratory each week. Credit: three hours second semester.

By using the most recent knowledge of nutrition, an adequate diet for different members of the family will be constructed. Satisfactory adjustments possible at different cost levels will be presented. The proper food for school children and the proper feeding of people suffering from various diseases will be included in this study.

**HOME ECONOMICS 10—HOUSEHOLD MANAGEMENT.** Credit: two hours second semester.

In this course the students undertake to make a practical application of the principles learned in the department of home economics. They manage an experimental home in which they plan the menus on the basis of a definite monthly income. They learn to put home management on a business basis and to study costs in relation to qualities of foods and other materials. They are also trained for the management of houses and for the supervision of school cafeterias, etc.



**HOME ECONOMICS 12—HOME NURSING, CHILD CARE AND TRAINING.** Two hours each week. Credit: two hours second semester.

Care of the sick in the home is studied; also the care, health and behavior of the child.

**HOME ECONOMICS 13—INTERIOR DECORATION AND HOUSE PLANNING.** One hour lecture and six hours laboratory each week. Credit: three hours first semester.

This course consists of a study of the house, its history showing its evolution, the arrangement and modern conveniences, the furnishing and interior decoration of a house used for a home or for other purposes.

**EDUCATION 39-40—METHODS AND PRACTICE TEACHING.** Credit: three hours each semester.

The methods and textbooks used in high schools are studied and opportunities for practice teaching are provided in the Guilford High School under the supervision of the professor of home economics at the college.

## MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, *5* and *6*, in the first year; *Mathematics 9* and *10* in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry, Biology, Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

**MATHEMATICS 1-2—COLLEGE ALGEBRA.** Three hours each week. Credit: three hours each semester.

This course makes a study of the ground work of elementary algebra, quadratic equations, indeterminate equations, progressions, the binominal theorem, and logarithms.

Open to freshmen. Required of all freshmen majoring in mathematics.

**MATHEMATICS 3-4—MATHEMATICAL ANALYSIS.** Three hours each week. Credit: three hours each semester.

This course makes a study of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear; quadratic; cubic; trigonometric; logarithmic and exponential functions.

Open to freshmen.

**MATHEMATICS 5—TRIGONOMETRY.** Three hours each week. Credit: three hours first semester.

This course makes a study of the derivation of formulae with their applications; trigonometric equations; solution of the right and oblique triangles; problems involving practical applications.

Required of all students majoring in mathematics.

**MATHEMATICS 6—SOLID GEOMETRY.** Three hours each week. Credit: three hours second semester.

Required of all students majoring in mathematics.

**MATHEMATICS 7—PLANE ANALYTIC GEOMETRY.** Three hours each week. Credit: three hours first semester.

This course makes a study of the theory of Cartesian and Polar coordinates, the straight line, the conic sections and the general equation of the second degree.

Prerequisite: *Math. 5-6.*

**MATHEMATICS 8—DIFFERENTIAL CALCULUS.** Three hours each week. Credit: three hours second semester.

This course makes a study of variables and functions; limits; differentiation; geometrical and physical applications of the derivative; maxima and minima; differentials; rates; curvature; indeterminate forms; partial differentiation.

Prerequisite: *Math. 7.*



**MATHEMATICS 9—SOLID ANALYTICAL GEOMETRY.** Three hours each week. Credit: three hours first semester.

This course makes a study of surface tracing and locus problems in space; direction cosines; the plane; the straight line; quadratic surfaces; space curves.

Prerequisite: *Math. 7-8.*

**MATHEMATICS 10—INTEGRAL CALCULUS.** Three hours each week. Credit: three hours second semester.

This course makes a study of integration as the inverse of differentiation; the definite integral; reduction of integrals to standard forms; integration as a process of summation, areas, lengths of curves, volumes, physical applications, successive and partial integration with applications to geometry and physics.

Prerequisite: *Math. 8.*

**MATHEMATICS 11-12—DIFFERENTIAL EQUATIONS.** Three hours each week. Credit: three hours each semester.

This course makes a study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems.

Prerequisite: *Math. 9-10.*

**EDUCATION 31—TEACHING OF MATHEMATICS.** Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools.*

*Offered 1934-1935, and alternate years.*

## MUSIC EDUCATION

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

*Degree:* It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim

in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Students wishing to secure an "A grade" certificate for teaching public school music must have a credit of 45 semester hours in music. The following distribution of the work is recommended: The student should elect 8 hours of instrumental music, 7 hours of voice, 5 hours in a study of the instruments used in the orchestra, 16 hours in theoretical courses, and 9 hours in the general courses.

*Diploma:* A special diploma in applied music is awarded to those who have completed satisfactorily the curriculum outlined in voice, piano, violin, or violoncello. The applicant for the diploma must have shown sufficient proficiency in the special work chosen to secure the recommendation of the instructor. The exact time required cannot be stated in school years.

*Entrance Examinations:* Students with any degree of proficiency in music may enter the applied music courses, but only those who develop sufficiently and show ability are considered for a diploma or graduation with a major in public school music, piano, voice, or violin. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

*Credit:* A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of *related subjects*. These may be chosen from the departments of English

or foreign language, philosophy or religion, or by special permission, from some other department.

*Music Organizations*, including Choral Society, A Cappella Choir, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 83.

#### GENERAL COURSES

**MUSIC 34—APPRECIATION OF MUSIC.** Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

**MUSIC 43-44—HISTORY OF MUSIC.** Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

**EDUCATION 47—SUPERVISION OF PUBLIC SCHOOL MUSIC.** Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulations of criticisms, visitations and the organization of teachers meetings.

**MUSIC 48—HIGH SCHOOL MUSIC PROBLEMS.** Two hours each week. Credit: two hours second semester.

This course is a continuation of Education 47, and includes all phases of high school music—organization of glee clubs and choruses, voice testing, assignment of parts, balance of parts with selections suitable for various types of high school programs; organization of orchestras and bands with selections suitable for each.

Prerequisite: Only music majors who have covered all major requirements are eligible for courses 47 and 48.

#### THEORETICAL COURSES

**MUSIC 131—THEORY OF MUSIC.** Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc.

Open to all students.

**MUSIC 133—EAR TRAINING.** Two hours each week.  
Credit: two hours first semester.

This course includes training of the ear in rhythm, melody and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131*.

**MUSIC 134—SIGHT SINGING.** Two hours each week.  
Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

**MUSIC 143-144—HARMONY I AND II.** Two hours each week. Credit: two hours each semester.

The work in this course consists of a study of the rudiments of music; its terminology, scales, intervals, chords, etc., as preparation for the study of harmony. Explanation of transposed instruments and various musical forms is given. Training is given in the four part writing of triads of major and minor keys; in the choice of chords; in the harmonization of melodies and basses; and in original keyboard work.

Open to advanced students in music.

**MUSIC 145-146—HARMONY III AND IV.** Two hours each week. Credit: two hours each semester.

This work follows Harmony II and includes simple modulations and more difficult harmonizations.

**MUSIC 147-148—KEYBOARD HARMONY.** Two hours each week. Credit: two hours each semester.

All work is performed at the keyboard, applying the work that has been done in Harmony I, II, III, and IV to the keyboard.

**MUSIC 167-168—COMPOSITION AND ANALYSIS.** Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpoint, and a brief analysis of larger forms.

Prerequisite: *Harmony I, II, III, and IV*.

**MUSIC 170-171—COUNTERPOINT, I, II AND III.** Two hours each week. Credit: two hours each semester.

Melodic progressions, clefts, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 146 and 168*.

## APPLIED MUSIC COURSES

*Diploma:* The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.
2. A satisfactory performance in recital in the major study.
3. Two years of minor study in Voice, Piano, or Violin.
4. Ear training—3 hours.
5. Theory of Music—3 hours.
6. Harmony—12 hours.
7. Music History—6 hours.
8. Three hours of regular classroom work each semester.
9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution.
10. Physical training during entire period spent at college.

It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

**PIANO.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

The following compositions will be studied:

**FIRST YEAR.**

Czerny, Op. 299, Bk. I.; Heller, Op. 47; Bach, Little Preludes; a few of Bach's two-part inventions and compositions corresponding in difficulty to Haydn's Sonata No. 11; Mozart, Sonata C Major No. 3; Schubert, Impromptu Op. 142, No. 2, etc.

**SECOND YEAR.**

Bach, Three Part Inventions; two preludes and fugues from Well Tempered Clavichord; Beethoven, Movements from sonatas Op. 2, No. 1; Op. 14, Nos. 1 and 2, etc.; Mendelssohn, Songs Without Words, "Spring Song," "Hunting Song," etc.; Liszt, "Liebestraum"; Schubert, Impromptu in B Flat; Chopin, Polonaise C sharp minor, etc.; Schumann, Nocturne F major. Also selections of modern composers.

**THIRD YEAR.**

Bach, Chromatic Fantasia and Fugue, toccatas, etc. Beethoven, later sonatas and a concerto; Brahms, Rhapsodie B minor, etc., and other advanced works.

**FOURTH YEAR.**

Graduation piano recital including Chopin, Ballades, Polonaises, etudes, etc.; Liszt, Sonata G minor, concerto; Schumann, Carneval, Concerto; MacDowell; Rubenstein; Debussy; Rachmaninoff, etc.

***Fees***

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester.



**VOICE.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term interpretation, together with thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

The following compositions will be studied:

#### **FIRST YEAR.**

Student should be able to sing on pitch and with correct phrasing and musical intelligence standard songs in good English. Sing simple songs at sight. Some knowledge of piano is recommended.

#### **SECOND YEAR.**

Principles of breath control, enunciation, pronunciation, and the essentials of interpretation are taught. Standard songs as well as a knowledge of opera and oratorio arias are taught.

#### **THIRD YEAR.**

More difficult arias and recitatives are taught in English and foreign languages. Student must give a creditable voice recital.

#### **FOURTH YEAR.**

Repertoire should consist of two operatic arias, two oratorio arias, ten classic and ten modern songs. The ability to play accompaniment of average difficulty is recommended.



**MUSIC 219-20—CLASS LESSONS IN VOICE.** One hour each week. Credit: one hour each semester.

A study of the fundamentals of breathing, using the diaphragm and all muscles which have to do with singing. Vocal exercises are used to produce freedom in training the voice. The primary purpose is to teach the student how to use the voice with the least tension possible.

### *Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Class lessons \$10.00 each semester.

Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester.

**VIOLIN.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following compositions will be studied:

#### **FIRST YEAR.**

The student must have an elementary knowledge of the piano.

Requirements for study: Kreutzer Etudes, Nos. 1 to 32, and works of similar difficulty.

#### **SECOND YEAR.**

Bach sonatas and works of similar difficulty.

#### **THIRD YEAR.**

Scales, Arpeggi, bowing and phrasing, perform works of difficulty of Mendelssohn E minor concerto, etc.

#### **FOURTH YEAR.**

Experience in orchestra ensemble. Ability to play the viola in ensembles. Develop ability for sight reading in violin and simple piano accompaniments.

### *Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

**VIOLONCELLO.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The requirements for the Violoncello correspond to those for the violin.

### *Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

**ORCHESTRAL INSTRUMENTS.** Three hours per week. Credit: two hours each semester.

The student is required to gain some knowledge of all the principal instruments used in the orchestra. Every person taking the course must specialize on one instrument and play in the College orchestra. A small fee is charged for the use of the instruments.

**MUSIC 229-230—CHOIR TRAINING.** Five hours per week. Credit: two hours each semester. This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Cappella Choir. (See p. 83 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the state. This course is especially adapted to choir directors, in church and in schools. Credit may be obtained by attending the regular classes throughout the year.

## **PHILOSOPHY**

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demands for leaders who have psychological training, and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship between the various courses he is taking in his liberal arts training.

Students who wish to major in this department must elect a minimum of twenty-four hours of work from the courses listed below in psychology and philosophy.

### PSYCHOLOGY

**PSYCHOLOGY 1—GENERAL PSYCHOLOGY.** Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all candidates for a degree.

**PSYCHOLOGY 2—CHILD PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

**PSYCHOLOGY 6—EDUCATIONAL PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

**PSYCHOLOGY 7—VOCATIONAL PSYCHOLOGY.** Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry and social work. It discusses methods for vocational guidance, vocational selection and personnel work.

*Offered 1933, and alternate years.*

**PSYCHOLOGY 8—ABNORMAL PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

*Offered 1934-1935, and alternate years.*

**PSYCHOLOGY 9—PSYCHOLOGY OF PERSONALITY.** Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and re-education.

### PHILOSOPHY

**PHILOSOPHY 10—AESTHETICS; APPRECIATION OF ART.** Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

**PHILOSOPHY 11—INTRODUCTION TO PHILOSOPHY.** Three hours each week. Credit: three hours first semester.

This course considers the general questions with which philosophy is concerned and the different types of solution which the human mind has given them.

**PHILOSOPHY 12—THE MODERN MIND.** Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

**PHILOSOPHY 14—PHILOSOPHY OF RELIGION.** Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

**PHILOSOPHY 103-104—A SURVEY OF RELIGIOUS AND PHILOSOPHICAL THOUGHT.** Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

## PHYSICAL EDUCATION

The work in the department of health and physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

### HEALTH AND PHYSICAL EDUCATION FOR MEN

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of three divisions:

(a) The intercollegiate sports which are football, basketball, baseball, track, and tennis.

(b) The intramural program which is made up of the following activities: touch football, basketball, baseball, soccer, track, tennis, boxing, wrestling, tumbling, volleyball, and speedball.

(c) The required program which consists of instruction in hygiene and the activities connected with physical education and practice in these fields.

Each student is given a thorough physical examination, from the findings of which the student is placed in those activities which are in keeping with his physical condition. Through subsequent periodic examinations and follow up procedure the student is kept informed as to his physical condition.

PHYSICAL EDUCATION 1-2—HYGIENE AND ACTIVITIES IN PHYSICAL EDUCATION. Three times each week. Credit: one hour each semester.

Required of all freshmen.

PHYSICAL EDUCATION 3-4—ACTIVITIES IN PHYSICAL EDUCATION. Three times each week. Credit: one hour each semester.

Required of all sophomores.

PHYSICAL EDUCATION 5-6—SPORTS AND THE CHARACTER BUILDING ASPECTS OF ATHLETICS. Three times each week. Credit: one hour each semester.

Required of juniors.

PHYSICAL EDUCATION 7-8—SPORTS AND PROGRAMS OF ATHLETICS AND RECREATION. Three times each week. Credit: one hour each semester.

PHYSICAL EDUCATION 9-10—INDIVIDUAL ACTIVITIES. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

### PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.



*Costume*—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

*Women's Athletic Association*—See *Student Organizations*, page 86.

**PHYSICAL EDUCATION 21-22—HYGIENE.** One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

**PHYSICAL EDUCATION 23-24—INDIVIDUAL HEALTH GYMNASTICS AND CORRECTIVE EXERCISES.** Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

**PHYSICAL EDUCATION 25-26—GENERAL.** Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-24.

**PHYSICAL EDUCATION 27-28—GENERAL.** Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in Physical Education 23-24.

**PHYSICAL EDUCATION 29-30—GENERAL.** Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of juniors not in Physical Education 23-24.

**PHYSICAL EDUCATION 31-32—GENERAL.** Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of seniors not in Physical Education 23-24.

**EDUCATION 41—THEORY AND PRACTICE OF PHYSICAL EDUCATION.** Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.



## PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry, and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshmen year and continue it through their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

**PHYSICS 1-2—GENERAL PHYSICS.** Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

**PHYSICS 3-4—ELEMENTS OF ELECTRICITY.** Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

*Offered 1933-1934, and alternate years.*

**PHYSICS 5-6—ELEMENTARY ELECTRON THEORY.** Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photo-electricity, x-rays, thermionic emission, and modern theories of atomic structures.

**PHYSICS 7—ELEMENTARY MECHANICS.** Three hours each week. Credit: three hours first semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

*Offered 1934-1935, and alternate years.*

**PHYSICS 8—LIGHT.** Lectures and laboratory work each week. Credit: three hours second semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

*Offered 1934-1935, and alternate years.*

**PHYSICS 9—PHYSICS SEMINAR.** Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

**PHYSICS 15—HOUSEHOLD PHYSICS.** Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

**PHYSICS 17—LABORATORY EXERCISES FOR HOUSEHOLD PHYSICS.** Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

**EDUCATION 35—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL PHYSICS.** Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach physics in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by physics in obtaining these objectives. Related material will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

*Equipment.* The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

## RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3, Religion 4, Religion 1*, and *Religion 2*. Students who are taking such a major should choose as related subjects English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

**RELIGION 1—HEBREW HISTORY.** Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

**RELIGION 2—JEWISH HISTORY.** Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

**RELIGION 3—BEGINNINGS OF CHRISTIANITY.** Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

**RELIGION 4—THE APOSTOLIC CHURCH.** Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

**RELIGION 5—HISTORY OF THE CHRISTIAN CHURCH.** Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

**RELIGION 6—HISTORY OF THE FRIENDS.** Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlements of Pennsylvania, causes and consequences of separations, recent developments and activities.

**RELIGION 7—THE CHURCH: WORSHIP AND MINISTRY.** Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

**RELIGION 8—THE CHURCH: ORGANIZATION AND WORK.** Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of fields and departments of work in the local meeting and in national and international service.

**RELIGION 9—PRINCIPLES AND METHODS OF TEACHING RELIGION.** Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

**RELIGION 10—ORGANIZATION OF THE CHURCH SCHOOL.** Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

**PHILOSOPHY 103-104—A SURVEY OF RELIGIOUS PHILOSOPHICAL THOUGHT.** Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Philosophy.)

## ROMANCE LANGUAGES

### FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take *German 3-4*. History or English is recommended as a related subject.

Students who are expecting to teach in the public high schools must elect 21 hours of work in education, three of which must be in Methods and Materials of Teaching French, and three in practice teaching.

**FRENCH 1-2—ELEMENTARY COURSE.** Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

**FRENCH 3-4—INTERMEDIATE COURSE.** Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

**FRENCH 5-6—SURVEY OF FRENCH LITERATURE.** Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

*Offered 1934-1935, and alternate years.*

**FRENCH 7—SEVENTEENTH CENTURY LITERATURE.** Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

*Offered 1933-1934, and alternate years.*

**FRENCH 8—EIGHTEENTH CENTURY LITERATURE.** Three hours each week. Credit: three hours second semester. (Formerly French 10.)

Prerequisite: *French 3-4*.

*Offered 1933-1934, and alternate years.*

**FRENCH 12—NINETEENTH CENTURY LITERATURE.** Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4*.

*Offered 1933-1934, and alternate years.*



**FRENCH 13—FRENCH CONVERSATION.** Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4.*

*Offered 1933-1934, and alternate years.*

**FRENCH 15-16—ADVANCED COURSE.** Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4 and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4 or equivalent.*

*Offered 1934-1935, and alternate years.*

**EDUCATION 33—METHODS AND MATERIALS OF TEACHING MODERN LANGUAGES.** Two hours each week. Credit: three hours first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include also a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

## SPANISH

**SPANISH 1-2—ELEMENTARY COURSE.** Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

**SPANISH 3-4—INTERMEDIATE COURSE.** Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.



## STUDENT ORGANIZATIONS

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### LITERARY SOCIETIES

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall and meet each Friday evening at seven o'clock.

### THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students.

Around the Y. M. C. A. and Y. W. C. A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

**MUSIC ORGANIZATIONS****GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY**

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual Commencement in June.

**FEDERATED MUSIC CLUB**

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

**A CAPPELLA CHOIR**

This choir is made up of the best voices of the college, which, as the name suggests, sings without accompaniment. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This is the first appearance of an organization of this kind in connection with a southern institution. It introduces a new feature into the college and the musical life of the South. Since its inception by Mr. Noah, the choir has made remarkable progress. It is now recognized as one of the finest musical organizations in the

State and is already having its influence on church music.

In the many appearances which the choir has made there has been enthusiastic comments on the quality of tone, the harmony, and more especially on the emotional values, the sense of aesthetic values in the spiritual realm, which the members of the choir have been trained to experience and to communicate to others. The choir offers unusual opportunities to college students interested in music, for it not only gives them an excellent training in the finest type of music, the sacred song, but it also provides a splendid fellowship and opportunities to carry a real message to the people of our country.

#### THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members. It was organized in 1921 to take charge of the presentation of two plays given annually by the students of the college. Through its effort a property room has been secured in Memorial Hall in which is stored the permanent equipment of the Council.

#### THE DEBATING COUNCIL

The Debating Council is composed of the faculty committee on debates and five students, one elected by the student body and one by each of the four classes. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

#### THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college biweekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation mana-

ger, and the two faculty advisers are the principal officers elected by the Board. The Board is provided with office room in Memorial Hall.

### ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education.

#### THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

*The Athletic Council* is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

*The Alumni Committee on Athletics* is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

### IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the

quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

#### WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

#### STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus and four members of the faculty appointed by the President, have the general oversight of the student activities of the college. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

#### GROUP I

(Each activity is rated as one point)

Minor staff member of the *Quaker*; minor staff member of the *Guilfordian*; member of either Student Council; college marshal; cabinet member of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; chairman of Debating Council; member of either Athletic Council; superintendent of Sunday school; president of

Christian Endeavor; member of Social Committee; treasurer of a literary society.

### GROUP II

(Each activity is rated as two points)

Assistant business manager of the *Guilfordian*; associate editor of the *Guilfordian*; circulation manager of the *Guilfordian*; president of either Athletic Council; assistant manager of football or baseball; manager of track; actor in a play; varsity squad of track or tennis; member of the choir; chairman of Social Committee; secretary of Student Affairs Board; member of Dramatic Council; member of debating team.

### GROUP III

(Each activity is rated as three points)

Photographic manager of the *Quaker*; president of either Y. M. C. A. or Y. W. C. A.; president of Men's Student Council; president of Student Affairs Board; chairman of program committee of Y. M. C. A. or Y. W. C. A.; manager of men's baseball, basketball; varsity squad of football, baseball or basketball; business manager of choir; house president.

### GROUP IV

(Each activity is rated as four points)

Editor-in-chief, business manager or managing editor of the *Quaker*; editor-in-chief, business manager or managing editor of the *Guilfordian*; president of Women's Student Council.

### LIMITATION OF ACTIVITIES

A student with an average grade of "A" may carry thirteen activity points.

A student with an average grade of "B" may carry nine activity points.

A student with an average grade of "C" may carry five activity points.



A student passing nine hours of work, yet not having an average grade of "C" may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "F" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be readmitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.



## THE ALUMNI ASSOCIATION

The Alumni Association has the following officers: President, Clara I Cox, High Point, N. C.; Vice-President, A. Scott Parker, High Point, N. C.; Secretary and Treasurer, Ida E. Mills, Guilford College, N. C.; Registrar, N. Era Lasley, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

## PUBLICATIONS

*The Guilford College Bulletin* is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

*The Guilfordian* is published biweekly by a board of editors chosen from the student body. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

*The Quaker* is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

*The Students' Directory* is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

## SCHOLARSHIPS AND HONORS

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### SCHOLARSHIPS

*Haverford College* offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

*Bryn Mawr College* offers to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

*Marvin Hardin Scholarship.* The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

*William F. Overman Scholarship.* William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund, the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship* and whose quality average is 2.00 or more in all work taken at Guilford College, may be a candidate for this scholarship. From the can-

didates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving some department of student activities; who has helped most in maintaining a fine co-operation between faculty and students; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

The Philomathean literary society offers an orator's prize and an improvement prize.

### HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

### HONOR ROLL

A member of the freshman, sophomore, junior or senior class who has a quality average of 2.5 during the preceding semester will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll shall not be required to attend classes or be held for daily preparation, but shall be required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters shall be exempted from their final semester examinations.

The names of those on the honor roll shall be published at the end of each semester in the following papers: Guilfordian, Greensboro papers and home papers, and a letter shall be sent to the parents.

Once each year there shall be a special service, preferably chapel, when recognition shall be given to these students.

## DEGREES

1931-1932

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The following degrees were conferred on Commencement Day, May 30, 1932:

### *Bachelor of Arts*

Eleanor Grace Bangs	John Norwood Love
Rachael Hilda Beasley	Elizabeth Dolores McVey
Edward Pugh Blair	Wade Mackie
Bera Arlita Brown	Elizabeth Graham Parker
Jesse C. Carson, Jr.	Jesse Amos Phillips
Ira Sheppard Cholerton	William Arrell Pierce
Ada Ann Clinard	Julia M. Plummer
Jean Dorothy Cochran	Blanche Silver
Ava Fish Frazer	Marguerite Priscilla Slate
Annie Elizabeth Gray	Lottie May Stafford
Eleanor Shields Grimsley	Imogene Strickland
Edna Rodema Guthrie	Margaret Annabel Warner
Grace Elizabeth Hassell	Allen Jesse White
Murray C. Johnson	James Harold White
Pearle Kimrey	Grace Elizabeth Wineken

### *Bachelor of Science*

Wilbert Leo Braxton	Charles Brodie Money
James Allen Bunn	Dayton Gilbert Newlin
Sophia Cecile Cathey	Mary Elizabeth Pittman
Herbert Dillard Chisholm	Edith Irene Trivette
James Carlyle Hackney	Robert Walton Wildman
Dorothy Alice Wolff	

The following degrees were conferred August 6, 1932:

Olive Bumgarner, A.B.	Josephine Kimrey, A.B.
Ruth Ida Hiller, A.B.	Maude Lineberry, B.S.
William Fleming Bailey, A.B.	
William Linwood Beaman, A.B.	
Wellington David Fong, A.B.	
Mabel Nicholson Holton, A.B.	
Hiette Sinclair Williams, Jr., B.S.	

## SCHOLARSHIPS, PRIZES AND HONORS

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Haverford Scholarships .....	Wilbert Leo Braxton Daniel Stanley Moore
Marvin Hardin Scholarship .....	Esther Lee Cox
Philomathean Orator's Prize .....	Ethel Maria Swaim
Philomathean Improvement Prize .....	Willie Lou McGee
William F. Overman Scholarship .....	Jewell Mock Conrad
Robert Van der Voort Chemistry Scholarship .....	George Conrad Parker
Honors .....	Eleanor Grace Bangs Wilbert Leo Braxton, Dorothy Alice Wolff
High Honors .....	Pearle Kimrey Margaret Annabel Warner

### HONOR ROLL

#### FIRST SEMESTER

##### *Seniors*

Melvin H. Lynn	David Henry Parsons, Jr.
Mary Gray Richardson	

##### *Juniors*

Esther Lee Cox	Samra Smith
Margaret Hanner Pegram	Clara Belle Welch

##### *Sophomores*

Estella Gladys Bryan	George Conrad Parker
Eldon Edward Cox	J. Mark Stewart
William Benbow Edgerton	Priscilla Henryanna White
George Allen Fulk	Emla Boyd Wray
Gertrude Norma Mears	Eunice Kersey Wray

## SECOND SEMESTER

*Seniors*

Charles Fletcher Allen	David Henry Parsons, Jr.
James Marvin Lindley	Errett D. Patterson

*Juniors*

Esther Lee Cox	Clara Belle Welch
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*Sophomores*

Lois Henderson Davis	Priscilla Henryanna White
Julia Blair	Hodgin

*Freshmen*

Frances Eleanore Alexander	Edgar Paul H. Meibohm
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*Irregulars*

Roma Henderson	Margaret Fell Perkins
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## EXPENSES

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We want the best things possible for our young people—the things that will produce culture, peace, abiding satisfaction. Physical environment has something to do with producing these character qualities. Under the present social order, these material things require the expenditure of some money. We must not try to live too cheaply. The production of fine personalities requires the outlay of a great deal of intellectual and spiritual energy. This is also expensive. Guilford College by tradition and by purpose undertakes to produce these desirable things at a cost that will make them available to as nearly every worthy young man and young woman as possible. We must have the means for securing the materials and the human energy in order to provide the things required to prepare our young people for the tasks that lie ahead. The cost of what the college provides is between \$300.00 and \$400.00 per student over and above the charge for board, room and laundry. The student is asked to pay only \$153.00 of this \$300.00 to \$400.00 expense. The charge for board, room, and laundry is approximately the cost of those services. In considering the expenses listed below, we hope our friends will look at them in the light of the above statements.

*For board, room rent, laundry, tuition, registration, library, laboratory and lecture fees for the academic year of thirty-six weeks.*

For men in Archdale Hall .....	\$403.00
For men in Cox Hall .....	403.00
For Women in Founders Hall .....	403.00
For women in New Garden Hall (not including laundry) estimated .....	300.00
For day students (board, room rent, and laundry not included) .....	153.00



In addition to the above charges every student is charged a *Student Activities Fee* of \$13, and a *Deposit Fee* of \$5.

*The Student Activities Fee* is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Association for men and women, the College Annual, the College Newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Debating Council and the Student Affairs Board.

A *Deposit Fee* of \$5 is required of each student against which unnecessary damages to college property are charged. If the person doing the damage is known, the charge is made against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible amongst the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee stands to the credit of the student paying it.

*Health Service.* The administration undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order. A physical and medical examination is made of each student at the beginning of the year and medical advice is provided from time to time. If, however, the special medical services of a physician or a nurse are required, the student receiving these services must pay the expense. A trained nurse is in charge of health service.

*Reduction in Charges.* When two or more students come from one family a 5 per cent discount is allowed

on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 98. No discount is allowed if there is any modification of this schedule for payment.

### *Special Fees*

Graduation Fee .....	\$10.00
Late Registration Fee .....	2.00
Extra credit hours (more than 18) per hour .....	4.00
Deposit Fee .....	5.00
Breakage Fee for Laboratory Courses .....	5.00

### *Fees in Music*

Class lessons in voice .....	\$ 20.00
Piano, two lessons per week .....	75.00
Piano, one lesson per week .....	45.00
Voice, two lessons per week .....	75.00
Voice, one lesson per week .....	45.00
Use of piano for practice five hours per week .....	\$10.00
Use of piano for practice ten hours per week .....	16.00
Violin or violoncello, two lessons per week .....	75.00
Violin or violoncello, one lesson per week .....	45.00
Music students taking one academic subject .....	100.00
Music students taking two academic subjects .....	145.00

### *Fees in Expression*

Expression, one private lesson per week .....	\$ 40.00
Registration fee for students taking music or expression only .....	15.00

### *Fees in Commerical Courses*

Typewriting (each semester) .....	\$ 15.00
Shorthand (each semester) .....	15.00
Bookkeeping (each semester) .....	8.00

## PAYMENTS

Payments are due on or before the following dates:

Thirty per cent (30%) .....	September 7, 1933
Twenty per cent (20%) .....	November 6, 1933
Thirty per cent (30%) .....	January 22, 1934
Twenty per cent (20%) .....	April 3, 1934

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the treasurer's office on or before the date designated. In order to save expenses in the treasurer's office, bills will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date the payment is due.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

## REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

*Refunds and Reductions.* Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be re-

tained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

*Registration.* Registration for the first semester must be completed before the treasurer's office closes on September 7 and for the second semester before the treasure's office closes on January 22. The closing hour will be posted on the door of the treasurer's office.

*Late Registration.* Students who fail to complete their registration on time will be charged a special fee of \$2.00.

*Failure to pay.* Any student who has failed to pay his bills on the dates published in the catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

Students who have not settled their accounts with the college on or before the day on which the final examinations begin forfeit their right to grades for that semester.

### Rooms

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from ane academic year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

### NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

### LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the College Committee on Expenditures.

### MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of one hundred dollars on tuition. Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

### STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by working in the buildings and on the grounds. The administration of the college is sympathetic with students who must earn a part of their expenses, and is always glad to help students of this type in their effort to solve their financial problems. Students who must supplement their funds in this way should write to the President of the College for further information.

**CONDUCT**

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a co-operative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which co-operates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the college, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the college life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the college.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

Young women students who do not intend to room in the dormitories are to confer with the personnel direc-



tor concerning living arrangements unless they are to live in their own homes.

### ABSENCES

All students except sophomores, juniors and seniors who are on the Honor Roll are required to attend classes regularly. When a student has acquired three unexcused absences in one class during a semester, the instructor notifies the Registrar and a note is sent the student stating that one more such absence will exclude him from the class and the grade *F* will be entered on his record. A student carrying less than twelve hours work may not remain at the college except by special permission of the president. Absences occurring two days preceding and two days following a vacation receive penalty.

Unavoidable absences on account of illness will be excused by the Deans through the college nurse. Other unavoidable absences, except to represent the college in major student activities, must be arranged for with the Deans in advance.

All students are required to attend chapel daily.

### GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening, the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.



**SUMMER SCHOOL**

The fifteenth session of the Guilford College Summer School was conducted in 1932, from May 31st to August 2nd. This provided nine weeks of instruction which corresponded exactly with one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Dean Clyde A. Milner was Director of the Summer School and taught classes in psychology and philosophy. Marshall Barney taught Spanish; Helen T. Binford taught German; Eva G. Campbell, biology and French; Philip W. Furnas, English; H. A. Ljung, chemistry; Ernestine C. Milner, history, psychology, philosophy and education; J. W. Pancoast, mathematics; Elwood C. Perisho, history; F. C. Shepard, education.

The sixteenth session of the Summer School will open on June 6th and close on August 7th, 1933. Dean Clyde A. Milner will serve as director. The Summer School will have as its objectives: (1) to afford college students an opportunity to continue their liberal arts college course in an "A" grade college. (2) To encourage leisure reading and the development of the cultural resources of the students. (3) To give teachers an opportunity to take courses that lead to certification.

For further information address Clyde A. Milner, Director, Guilford College, N. C.

## REGISTER OF STUDENTS

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### GRADUATES

Bailey, William Fleming.....Box 627, High Point, N. C.  
 Chisholm, Herbert Dillard.....Ramseur, N. C.  
 Jinnette, Isabella.....Bentonville, N. C.  
 Millis, Ida Eleanore.....Guilford College, N. C.  
 Ricks, Katharine Crenshaw.....Guilford College, N. C.

### SENIOR CLASS

Allen, Charles Fletcher.....Snow Camp, N. C.  
 Allen, Frank Pope.....615 Linden St., Camden, N. J.  
 Bass, Samuel Francis.....Cooleemee, N. C.  
 Beachum, Ann Marie.....Star, N. C.  
 Brendall, Earl Hall.....Route 3, Greensboro, N. C.  
 Bridger, James Matthew.....Route 1, Carrsville, Va.  
 Cannon, Mary Adeline.....Guilford College, N. C.  
 Conrad, Jewell Mock.....Route 2, Winston-Salem, N. C.  
 Conrad, Mildred Eleanor.....Rt. 2, Winston-Salem, N. C.  
 Cooke, Mary Edith.....Pilot Mountain, N. C.  
 Davis, Sarah Augusta.....Route 5, Concord, N. C.  
 English, Sarah Rhuvator.....Route 3, High Point, N. C.  
 Farlowe, Junius Kemp.....Guilford College, N. C.  
 Greene, George Prall.....19 Water St., Belvidere, N. J.  
 Hardin, George Coble.....Y. M. C. A., Greensboro, N. C.  
 Haworth, Herman Elvin.....Danville, Indiana  
 Hire, Albert William.....Route 1, Winston-Salem, N. C.  
 Holder, Lillian Alvira.....Route 1, Tobaccoville, N. C.  
 Hyatt, Harvey Edward.....Guilford College, N. C.  
 Jamieson, Robert Bashford.....Waldwick, N. J.  
 Johnson, Mary Helen.....Box 97, Ridgecrest, N. C.  
 Jones, Carl White.....1101 Johnson St., High Point, N. C.  
 Karlsson, Yrjö Lainén Nikolai,  
                                     1400 Spring Garden, Greensboro, N. C.  
 Lindley, James Marvin.....Route 2, Snow Camp, N. C.  
 Lynn, Melvin Henry.....Dallas, N. C.

Marshburn, Ruth Mildred..... Guilford College, N. C.  
 Mears, Robert Fuller..... Dodd Road, St. Paul, Minn.  
 Milner, Charles Fremont..... Leesburg, Ohio  
 Moore, Harris Conrad..... Liberty, N. C.  
 Nau, Walter Theodore

210 Luther St., Greensboro, N. C.

Newlin, Harvey Roseland..... Route 1, Saxapahaw, N. C.  
 Newlin, Wendell..... Saxapahaw, N. C.  
 Parson, David Henry, Jr.

614 W. Farris Ave., High Point, N. C.

Patterson, Errett D. .... Pipers Gap, Va.  
 Richardson, Mary Gray..... Route 1, Reidsville, N. C.  
 Roach, Esther Flora..... 621 Scales St., Reidsville, N. C.  
 Roberts, Ava Margaret..... Marion, S. C.  
 Swaim, Ethel Maria..... Route 3, Kernersville, N. C.  
 Swaim, John Curtis..... Route 3, Kernersville, N. C.  
 Thompson, Ivan Hammer..... Snow Camp, N. C.  
 Turner, Catherine Henley..... Guilford College, N. C.  
 Wellons, Harry Alvah..... Sedley, Va.  
 Wiley, Annie Evelyn..... Route 3, Greensboro, N. C.  
 Woody, William Waldo..... Highfalls, N. C.

#### JUNIOR CLASS

Alexander, Elizabeth..... Jamestown, N. C.  
 Askew, Rose Elizabeth..... 1173 Blount St., Raleigh, N. C.  
 Boles, Ethel L. .... King, N. C.  
 Budd, Hiram Marshall..... Clinton Corners, N. Y.  
 Burton, Mildred Dee..... Route 4, High Point, N. C.  
 Carson, Eleanor Simpson..... Germanton, N. C.  
 Cobb, James Sydney, Jr. .... Windsor, Va.  
 Copeland, James William..... Woodland, N. C.  
 Cox, Esther Lee..... Route 2, Goldsboro, N. C.  
 Cox, Jonathan Elwood,

803 W. Farris Ave., High Point, N. C.

Cox, Rufus Carson, Jr.,

535 Highland Ave., Greensboro, N. C.

Ellington, Nell Louise..... Box 297, High Point, N. C.  
 Gouger, James Blaine..... Blairstown, N. J.

Higgins, James Silvester.....	Guilford College, N. C.
Hodgin, Julia Blair.....	Guilford College, N. C.
Johnson, Lillian Edna.....	203 S. Main St., Asheboro, N. C.
Jones, Nelson Hibbard.....	Paoli, Pa.
Kearns, Ruth Lowe.....	Route 2, Asheboro, N. C.
Lane, Martha Elizabeth.....	Route 1, Belvidere, N. C.
Miller, Leroy, Jr.....	Linwood, N. C.
Neal, Odell Thomas.....	Route 1, Walnut Cove, N. C.
Nelson, Onis M.....	Guilford College, N. C.
Pegram, Margaret Hanner,	
	Route 1, Guilford College, N. C.
Purnell, Harold Andrew.....	917 N. 32nd St., Camden, N. J.
Reynolds, William Nathan.....	Guilford College, N. C.
Smith, Samra.....	Guilford College, N. C.
Taylor, Rebecca Beatrice.....	Germanton, N. C.
Teague, Millicent.....	Guilford, N. C.
Tonge, William Massey.....	449 Market St., Belvidere, N. J.
Trivette, Herman Francis,	
	Box 1159, Winston-Salem, N. C.
Welch, Clara Belle.....	151 Church St., Mt. Airy, N. C.
Werner, Frank Erwin,	
	2822 Masonic Drive, Greensboro, N. C.
White, Martha Gray.....	Guilford College, N. C.
Williams, John Hugh.....	65 W. Corbin St., Concord, N. C.

#### SOPHOMORE CLASS

Allen, Gerald Lowell.....	Route 1, Snow Camp, N. C.
Baker, Niles Bryant.....	Route 1, Wentworth, N. C.
Biddle, Charles Miller, 3rd.....	Riverton, N. J.
Bivens, Rena.....	Route 3, Box 64 A, Vonore, Tenn.
Bivens, Vina.....	Route 3, Vonore, Tenn.
Bouton, Philip Irving.....	Blairstown, N. J.
Bowen, Jesse Gray, Jr.,	
	462 Lockland Ave., Winston-Salem, N. C.
Brett, Herbert Maurice.....	Winton, N. C.
Browne, Evan Charles,	
	1327 Irving St., N. W., Washington, D. C.
Brown, Harry G.....	1222 Langham Ave., Camden, N. J.

Bryan, Gladys	Route 2, Goldsboro, N. C.
Burgwyn, John Griffin	Woodland, N. C.
Coble, Randolph Ladd	Snow Camp, N. C.
Cockman, Mrs. Myrtle	Ramseur, N. C.
Copeland, Walter Painter	Guilford College, N. C.
Cox, Eldon Edward	417 S. Cox St., Asheboro, N. C.
Davis, Lois Henderson	Route 1, High Point, N. C.
Denny, George A.	Route 5, Greensboro, N. C.
Dodson, Nell	Marshall, N. C.
Edgerton, William Benbow,	
	904 Lake View St., Greensboro, N. C.
Fulk, George Allen	Route 3, Pilot Mountain, N. C.
Fulp, James Parker	Kernersville, N. C.
Fuquay, Ruth Love	Guilford College, N. C.
Gallager, Robert Calder	The Hollow, Va.
Griffin, David Starr	Woodland, N. C.
Griffin, Theodore E.	Snow Camp, N. C.
Kuykendall, Earl Joseph	Cruso, N. C.
Kyle, Henry Paschal	Galax, Va.
Lasley, Eugene Irvin,	
	105 Westworth St., Reidsville, N. C.
Lassiter, Helen Minthorn	Cornelia, Georgia
Lollar, Alma	Route 1, Rutherfordton, N. C.
McCollum, Esther Gertrude,	
	Route 2, Gibsonville, N. C.
McGee, Willie Lou	Route 1, Mt. Airy, N. C.
McGinnis, Mamie Rose	214 12th St., Salisbury, N. C.
Marlette, Foy Mildred	Route 1, Saxapahaw, N. C.
MacKenzie, Charles A.,	
	822 N. 34th St., Camden, N. J.
Martin, Stuart McGuire	Severn, N. C.
Matthews, Leonard W.	Stoneville, N. C.
Mears, Clarence Plin	Dodd Road, St. Paul, Minn.
Mears, Gertrude Norma	Dodd Road, St. Paul, Minn.
Neave, W. Rufus	Route 1, Ivor, Va.
Newlin, Orpha Mildred	Saxapahaw, N. C.
Otwell, Eunice Henley	Route 2, Ahoskie, N. C.
Parker, Julia Garnette	George, N. C.
Parker, George Conrad	George, N. C.

- Perkins, Rachel Sophronia.....Route 1, Goldsboro, N. C.  
Phillips, Naomi Caroline,  
Route 5, Winston-Salem, N. C.  
Pollock, Theodore.....1318 Delaware St., Paulsboro, N. J.  
Redding, Clyde Hartgrove.....Mizpah, N. C.  
Riddle, Felsie Kathleen.....Graham, N. C.  
Roach, Howard Dewey.....Box 627, Reidsville, N. C.  
Rudisill, Harold Frederick,  
302 W. Congress St., Lincolnton, N. C.  
Settan, Robert Edward,  
930 Carr St., Greensboro, N. C.  
Shaen, Edward.....3129 River Ave., Camden, N. J.  
Silver, George Addison,  
1366 Kaighn Ave., Camden, N. J.  
Sink, Von Gerhardt.....Route 1, Lexington, N. C.  
Stack, Cleo Catherine,  
814 E. Sprague St., Winston-Salem, N. C.  
Stanley, William Gardner.....Guilford College, N. C.  
Stimson, James Horace,  
2224 Spring Garden St., Greensboro, N. C.  
Taylor, Martha Rebecca,  
1113 Johnson St., High Point, N. C.  
Turner, Henry Clay, Jr.....Guilford College, N. C.  
Venable, Rex.....Ararat, N. C.  
Ward, Ralph Beasley.....182 S. Union St., Concord, N. C.  
Ward, Sarah Louise.....117 W. Queen St., Edenton, N. C.  
Webster, Frank Nelson.....Haw River, N. C.  
Weston, Everett Len.....Guilford College, N. C.  
Weston, William Albert.....Guilford College, N. C.  
White, Ernest Kennedy,  
225 Florence St., Greensboro, N. C.  
White, Priscilla Henryanna,  
1044 W. Market St., Greensboro, N. C.  
Wiley, Frances Virginia.....Route 3, Greensboro, N. C.  
Wilkie, Gordon Wilbert.....Gulf, N. C.  
Woodard, Joseph Foster,  
3536 Grove Ave., Richmond, Va.  
Wray, Emla Boyd,  
515 E. Park Ave., Winston-Salem, N. C.



## FRESHMAN CLASS

Ainsley, George Aubrey	Roper, N. C.
Alexander, Frances Eleanore,	
17 Edward St., Bergenfield,	N. J.
Alexander, Herbert B.	Stonewall, N. C.
Allen, Robert Stuart	Route 1, Snow Camp, N. C.
Beeson, Helen Haines	Route 1, Colfax, N. C.
Binder, Harry Wood	166 Pine St., Mt. Airy, N. C.
Binford, Anna Naomi	Guilford College, N. C.
Bryant, Mary Carlton	Woodland, N. C.
Bullock, James R.	Guilford College, N. C.
Cannon, Julia Wharton	Guilford College, N. C.
Carroll, Roland Sheppard	Route 1, Germanton, N. C.
Chappell, Herbert Gilchrist	Brown Summitt, N. C.
Chilton, Ethel Marie	Ararat, N. C.
Coble, William David	Guilford College, N. C.
Cochran, Gertrude Coral	Box 155, Kernersville, N. C.
Coltrane, Mary Alma,	
1327 Irving St., N. W.,	Washington, D. C.
Cooke, Hazel Irene	Route 3, Mt. Airy, N. C.
Copeland, Hazel Louise	George, N. C.
Craven, Edward Gayheart	Asheboro, N. C.
Cullipher, Milton Vance	Merry Hill, N. C.
Dark, June Albert	Route 3, Siler City, N. C.
Davis, Paul W., Jr.	Walnut Cove, N. C.
Farlowe, Gertha Lee	Guilford College, N. C.
Foreman, Hazel Isabel	Guilford, N. C.
Gunter, William Kenslar, Jr.	Gaffney, S. C.
Hales, Lily Bet	Box 6, Pikeville, N. C.
Harris, Hadley	Route 4, Siler City, N. C.
Hohn, Minnie Elmira	Route 1, Randleman, N. C.
Hunter, Betty Erline	Westfield, N. C.
Johnson, Allen Seay,	
1616 Spring Garden St.,	Greensboro, N. C.
Johnson, Dora Ailene,	
203 S. Main St.,	Asheboro, N. C.
Jordan, William M.	Franklin St., Mt. Airy, N. C.



Kearns, Martha Inez,

201 E. Academy St., Asheboro, N. C.

Kent, Ernest Daryl.....Fort Fairfield, Maine

Lasley, Helen Emma.....Route 1, Greensboro, N. C.

Lentz, Lydia Lancaster.....Albemarle, N. C.

Lindley, James Gray.....Snow Camp, N. C.

Lollar, James David.....Route 1, Rutherfordton, N. C.

Lowe, Helen Elliott.....Route 1, High Point, N. C.

McReynolds, Ruth.....Friendsville, Tenn.

Mackie, Kermit Lee.....Yadkinville, N. C.

Macon, Leonard Levi.....Climax, N. C.

Meibohm, Edgar Paul Hubert,

422 N. Cedar St., Greensboro, N. C.

Mooney, Earle Walter,

129 S. 27th St., Camden, N. J.

Nau, Henry Frederick Richard,

210 Luther St., Greensboro, N. C.

Neal, George, Jr.....Summit Ave., Walnut Cove, N. C.

Neave, Marguerite Virginia.....Route 3, High Point, N. C.

Neece, Virginia Dare.....Climax, N. C.

Nicholson, Elizabeth Marcelle,

Route 1, Saxapahaw, N. C.

Norman, Jerry Alexander,

614 S. Mendenhall St., Greensboro, N. C.

Osborne, Billie Kathryn Hoffman.....Marianna, Ark.

Parks, Julius Eugene.....Roaring River, N. C.

Perry, Boyd Glenn.....Snow Camp, N. C.

Pittendreigh, William Maynard,

Warehouse St., Spray, N. C.

Ragan, Elizabeth Bradley.....Archdale, N. C.

Riley, Ralph Jesse,

327 Battleground Ave., Greensboro, N. C.

Robinson, Richard Hill,

517 N. Eugene St., Greensboro, N. C.

Rollins, Tom.....Jonesboro, N. C.

Shaw, James Cornelius.....Guilford, N. C.

Slate, Nina Agnes.....King, N. C.

Sparger, Mary Ann.....Mount Airy, N. C.

## IRREGULAR STUDENTS

Bezanson, Warren Benjamin,  
91 Fennbrook Road, West Hartford, Conn.  
Bobb, Edward Clyde.....501 E. 4th St., Mitchell, S. D.  
Bouton, Mary Catherine.....Blairstown, N. J.  
Bowers, Paul.....Sanford, N. C.  
Doig, Robert.....62 N. Franklin St., Nyack, N. Y.  
Finch, Jesse Lee.....Guilford College, N. C.  
Henderson, Roma.....Route 1, High Point, N. C.  
Higgins, Allie.....Route 1, Guilford College, N. C.  
Jones, Lucille Cordelle,  
Bessemer Branch, Greensboro, N. C.  
Kearns, Clyde Wayne.....Asheboro, N. C.  
Lamb, James Thomas,  
79 Water St., Mt. Holly, N. J.  
Morrison, Glenn Worth,  
210 W. Fisher Ave., Greensboro, N. C.  
Newman, Fred Lewis,  
2334 Fairway Ave., Winston-Salem, N. C.  
Oehman, Mabel Gertrude.....Tobaccoville, N. C.  
Perkins, Margaret Fell.....Pierre, S. D.  
Rasely, Horace Hastings.....Belvidere, N. J.  
Rayle, Alfred Layton.....Summerfield, N. C.  
Russell, Adeline Agnes Burke.....Arlington, Vt.  
Stauber, Anne Louise.....501 7th Ave., Spencer, N. C.

- Streb, Walter A.....92 Hamilton Ave., Yonkers, N. Y.  
 Thomas, Harry Kemmerer,  
                                     529 N. Broad St., Lancaster, Ohio  
 Thomas, Minnie Irene.....Belltown, Tenn.  
 Turner, William Henry,  
                                     2733 Patterson Ave., Winston-Salem, N. C.  
 Weaver, William Bert.....Leaksville, N. C.  
 Weisenfluh, John Andrew, Jr.,  
                                     238 Ft. Washington Ave., New York, N. Y.  
 Winder, Lowell Albert,  
                                     816 W. 6th St., Marion, Indiana  
 Wisner, Clara Ellen,  
                                     145 Johnson Ave., Teaneck, N. J.

## SUMMER SCHOOL ONLY

1932

- Betts, Henry Alexander,  
                                     424 N. Elm St., Greensboro, N. C.  
 Boles, Ethel Lemae.....Route 1, King, N. C.  
 Brooks, Hurt M.....409 King St., Oxford, N. C.  
 Ebert, Julia Wolff,  
                                     624 S. Main St., Winston-Salem, N. C.  
 Garner, Austin.....King, N. C.  
 Hunter, Minor Clinton,  
                                     801 E. Morehead St., Charlotte, N. C.  
 Johnson, John Stanley,  
                                     2613 Beechwood St., Greensboro, N. C.  
 Kearns, Ruth Lowe.....Route 2, Asheboro, N. C.  
 Lamb, Wilson Clark,  
                                     327 West 15th St., Winston-Salem, N. C.  
 Marshall, Robert K.....918 Carr St., Greensboro, N. C.  
 O'Brien, Robert Glenn.....Rockingham, N. C.  
 Phillips, John Morton.....Leaksville, N. C.  
 Phillips, Marguerite.....Bennett, N. C.  
 Shuping, Van.....Route 4, Morganton, N. C.

## EXTENSION STUDENTS

Allred, Cora	Route 4, Greensboro, N. C.
Andrews, Leah	Route 2, Greensboro, N. C.
Benbow, Mattie W.	Oak Ridge, N. C.
Boyd, Panthea Armistead	Colfax, N. C.
Brady, Ollie M.	Route 2, Greensboro, N. C.
Bullock, Helen G.	Summerfield, N. C.
Causey, Edith Amick	Route 2, Liberty, N. C.
Causey, Margaret	Route 2, Liberty, N. C.
Cude, Mrs. Isabel Cox	Colfax, N. C.
DeLancey, Irene	Route 2, Brown Summit, N. C.
Fryar, Clea	McLeansville, N. C.
Greeson, Nellie F.	Box 204, Gibsonville, N. C.
Hale, Henrietta	Route 5, Greensboro, N. C.
Hardin, Mae G.	Route 1, Greensboro, N. C.
Hayes, Lucie A.	Summerfield, N. C.
Holland, Mary	Colfax, N. C.
Lynch, Mrs. E. Phipps	Whitsett, N. C.
Mabry, Lillie Mae	White Oak School, Greensboro, N. C.
Matlock, Mrs. J. F.	Route 2, Greensboro, N. C.
Merriman, Mrs. Ella B.	Kernersville, N. C.
Morgan, Martha Moleta,	
	Route 1, Guilford College, N. C.
Myers, Ruth	Guilford, N. C.
Neece, Pearle Estelle	Pleasant Garden, N. C.
Neece, Vanner Emma,	
	Route 1, Guilford College, N. C.
Parrish, Julia Paschal	Summerfield, N. C.
Parrish, Mrs. Annie	Summerfield, N. C.
Phipps, Mary Lynch	Whitsett, N. C.
Richardson, Daisy May	Route 2, Liberty, N. C.
Robbins, Nellie	Pleasant Garden, N. C.
Sampson, Ruth V.,	
	512 S. Mendenhall St., Greensboro, N. C.
Smith, Mrs. Burton M.	Box 494, Greensboro, N. C.
Stack, Mrs. Hattie Rayle	Colfax, N. C.
Stafford, Edith Haynes	14 Oak St., Greensboro, N. C.

Teague, Mrs. J. S.-----Route 2, Brown Summit, N. C.

Thompson, Mrs. E. H. \_\_\_\_\_ Route 2, Liberty, N. C.

Turner, Mary Frances\_\_\_302 Best St., High Point, N. C.

White, Mrs. Lillian B.,

Route 1, Guilford College, N. C.

Willcox, Mrs. Lyle W.,

212 N. Cedar St., Greensboro, N. C

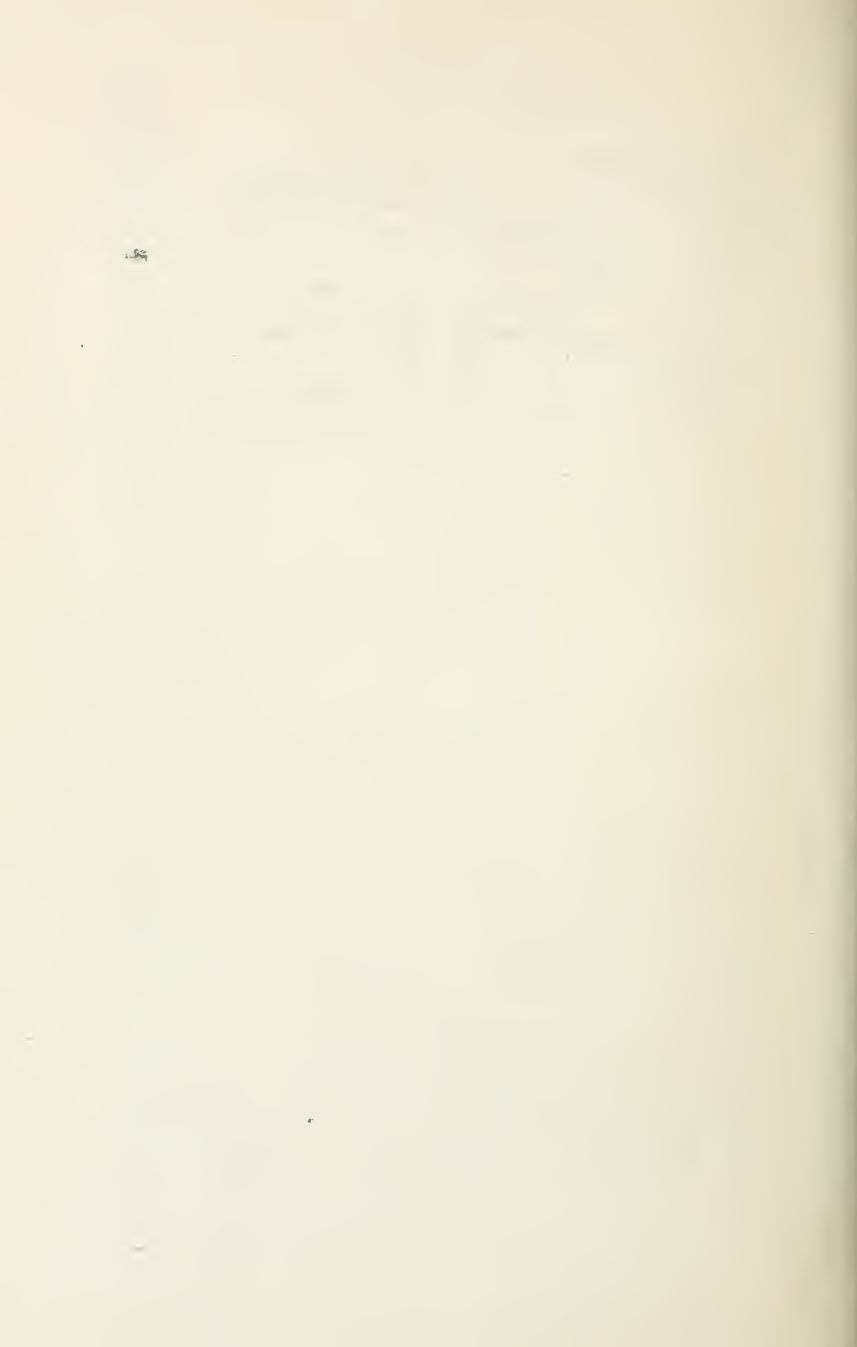
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# Guilford College Bulletin

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## ALUMNI NUMBER

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PUBLISHED BI-MONTHLY  
BY

**GUILFORD COLLEGE**

ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA

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Entered at Guilford College, N. C., as second-class matter under act of Congress  
August 24, 1912



## THE ALUMNI ASSOCIATION AND ITS WORK.

An Alumni association is something more than an organization for promoting the welfare of its Alma Mater. It is a medium thru which the friendships and memories of college days can live on thru the passing years. It is a fraternity which binds the alumni to each other as well as to their college. And finally, it fosters a sense of pride and ownership in one's Alma Mater which brings the realization that this is my college.

One of the greatest tasks that confronts the officers of the Guilford College Alumni Association is to unify and enthuse the hundreds of alumni and students who have gone out from this institution into the business and professional world. These men and women are loyal Guilfordians at heart but have lost contact and interest in the college. To regain that interest and create a feeling of pride and devotion for their college will require a definite and well advertised program of activity.

Realizing that this interest and enthusiasm of the alumni must be secured, and believing that it can be secured by the proper approach and appeal, the executive committee of the Guilford College Alumni Association has adopted the following program of work for the coming year:

1. To present its program to all of the alumni by sending out bi-monthly reports of the work and plans of the association.

2. To promote and advertise a home coming day program.

3. To schedule and promote class reunions for next year.

4. To sponsor the formation of permanent organizations of the alumni in the larger cities and towns.

5. To increase the active membership of the association.

6. To keep before the alumni the idea of a paid secretary.

W. W. BLAIR, President.

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## CLASS REUNION

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The Executive Committee of the alumni association began plans last year to encourage all classes to hold reunions before 1937. At last commencement, classes graduating in 1913, 1929, 1930, 1931 and 1932 came back to the campus to attend the commencement exercises and to renew friendships.

It was a happy group that gathered on the lawn of the President's home at the invitation of Dr. and Mrs. Binford on Saturday afternoon, June 3. The Class of 1913 was the oldest class to return, but judging from the noise the members made, one would have thought they were just entering college. However, the bald heads of some of the men was sufficient proof that this class had been struggling for twenty years. Members of this class left their homes and their work in as far distant states as Florida, Texas and Connecticut to return for the occasion, and led the classes holding reunions in percentage present—66½ per cent having returned.

Large numbers, however, of the classes of 1929, 1930, 1931 and 1932 were on the campus. The Class of 1930 had one member present, Curry Spivey, who had come all the way from Greece. Members of the Class of 1929 came from Oklahoma and Pennsylvania.

Promptly at 4:30 each of these classes held a business meeting at which a permanent organization was formed, and plans made for doing some constructive work for the college or the alumni association. Among the plans reported at the alumni dinner was that of the Class of 1932 which had decided to make the class one hundred per cent active members of the association and that of the Class of 1913 to investigate the possibilities of securing an alumni secretary.

Next year classes graduating 1922-1923 will hold reunions. Classes 1911 and 1913 have prepared histories giving information concerning their members since their graduation. It is rumored that the classes of 1914 and 1925 are also preparing such histories. This is very commendable, and the officers of the alumni association wish to encourage each of the other classes to do likewise.

N. ERA LASLEY.

THE ALUMNI DINNER AND  
ANNUAL MEETING OF THE  
ALUMNI ASSOCIATION  
June 3, 1933

Two of the main features of Alumni Day were dinner in Founders Hall and the business meeting of the alumni association which followed. One hundred and eighty-nine were present.

Miss Clara I. Cox, president of the association, made the report for the Executive Committee in which she stressed the three things the alumni association should seek to accomplish before 1937:

First—Alumni groups should be organized wherever Guilfordians are found in sufficient numbers.

Second—Class reunions should be a special feature of each commencement.

Third—An alumni secretary should be secured.

In the report of the Literary Committee announcement was made of the celebration of the twenty-fifth anniversary of the founding of the Philomathean and Zetasian Societies which was being planned as a part of the program for Homecoming Day next fall.

The proposed changes in the constitution were approved.

The secretary was asked to send greetings from the association to Mrs. Miriam Wilson Johnson of Whittier, California, a former student of New Garden Boarding School, who is in her ninety-ninth year. She was a Friends' minister for a number of years, and a life-long friend of Rebecca Hadley Thomas, also a former student, who passed away this year, at the age of ninety-three.

President Binford gave a brief outline of the happenings of 1833 when Friends of North Carolina finally decided to place the boarding school at New Garden.

Dean Milner made a short talk on future plans of the college.

The Class of 1933 was introduced and accepted as members of the association. David Parsons, president of the class, responded.

William W. Blair, Greensboro, was installed as president of the association for the year 1933-34.

After the meeting adjourned, the alumni attended a concert given for their entertainment by the college choir.

N. ERA LASLEY.

## APPEAL FOR SUPPORT

One of the most important and necessary efforts of the executive committee of the Alumni Association is to establish a news medium of interest to all alumni. The success of this part of the program depends on the support that each individual gives to the association.

The association now has 72 active members. In order to carry out its program of publicity 60 more members are needed. This is a definite project towards making the association more valuable to the alumni, and we appeal to you for support. The preparation of material for publication requires a great deal of time and effort on the part of the members of the executive committee—and we ask that you do your part by joining the association now.

The membership fees are as follows:

Active membership (with the Guilfordian) \$	2.00
Subscribing membership (with the Guilfordian) .....	\$3-5.00
Sustaining membership (with Guilfordian \$6-10.00	
Life membership (with Guilfordian for ten years).....	25.00

Dues for general membership have been reduced.

Subscribing and sustaining memberships are for those who feel that they can further aid in the work of the association.

Send memberships to

A. S. PARKER, Jr.,  
Box 466 High Point, N. C

## ALUMNI NOTES

### WEDDING ANNOUNCEMENTS

1927

Raymond G. Thomas, '27, was married to Annie Ruth Fulk, of King, N. C., June 10, in Hillsville, Va. They are living in King during the summer, but will be in Stoneville next year where Raymond Thomas is teacher of English and History in the high school.

Artena Jackson, '27, and Robert S. Croll were married June 24 in New York City. Their address is 520 Park St., Upper Montclair, N. J. For the past two years Artena has been teaching Latin and French in the high school at Summit, N. J.

1927-1930

Lola Beeson, '27, and Otis Short, '30, were married June 3. They are living at 402 Scott Ave., Greensboro, N. C. Otis holds a position with the Dr. Pepper Company.

1932

Imogene Strickland, '32, was married to Clifton Black June 6. They are living in Thomasville, N. C.

Dorothy Wolf, '32, and James Bunn, '32, were married June 10. They are spending the summer in Winston-Salem, N. C.

Jesse Carson, '32, was married to Virginia Murchison May 13. Jesse Carson is a member of the faculty of King High School.

# GUILFORD COLLEGE BULLETIN

*FRESHMAN WEEK*

SEPTEMBER 4-8, 1933



ENTRANCE TO CAMPUS

*Welcome to the Centennial Class*

Published bi-monthly  
by  
Guilford College  
On the Friendly Road  
North Carolina

GUILFORD COLLEGE, N. C.



# Program

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SEPTEMBER 4 TO 8, 1933

## *Monday, September 4*

- 8:00-12:00 Matriculation and payment of fees, Memorial Hall.
- 12:25 Lunch, Founders Hall.
- 1:00- 3:00 Arrangement of rooms in dormitories.
- 3:00- 4:00 Mass meeting for all students—Chapel.  
“Address of Welcome,” President Binford.  
Program of short addresses.
- 4:30- 5:30 Recreation.
- 6:00 Dinner.
- 7:00 Social hour—Chapel.
- 8:00 Meeting with deans and presidents of student councils.  
Men—Archdale Hall.  
Women—Founders Hall.

## *Tuesday, September 5*

- 8:00 “Guilford’s Educational Program,” Dean Milner—Chapel.
- 9:00 English Placement Tests for all students.
- 10:15 Section A—“The Use of the Library,” Miss Ricks.  
Section B—“How to Study in College,” Mrs. Milner.  
Section C—“The Historical Significance of Guilford College,” Professor Newlin.

- 11:10 Section A—"How to Study in College," Mrs. Milner.  
 Section B—"The Historical Significance of Guilford College," Professor Newlin.  
 Section C—"The Use of the Library," Miss Ricks.
- 1:15 A Trip Over the Campus—Professor Purdom.
- 2:00 Mathematics Placement Tests for all students.
- 3:10 Section A—"The Historical Significance of Guilford College," Professor Newlin.  
 Section B—"The Use of the Library," Miss Ricks.  
 Section C—"How to Study in College," Mrs. Milner.
- 4:30- 5:30 Recreation.
- 8:00 Presentation of Students' Organizations—Chapel.

*Wednesday, September 6*

- 8:00- 8:30 Chapel—Dean Milner and Professor Noah.
- 8:30-10:00 French Placement Tests for all students who present entrance units in French.  
 All other students, Room 2, King Hall: "Language—A Cultural Tool," Professor Furnas.
- 10:00-11:00 Section A—"The Use of the Library," Miss Ricks.  
 Section B—"How to Study in College," Mrs. Milner.  
 Section C—"Health," Miss Campbell.
- 11:00-12:00 Section A—"How to Study in College," Mrs. Milner.  
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 Section C—"The Use of the Library," Miss Ricks.

- 1:00- 4:00 Selection of Courses—Memorial Hall.  
 4:30- 5:30 Recreation.  
       7:30 Visit faculty homes.

*Thursday, September 7*

- 8:00- 8:30 Chapel—President Binford.  
 8:30-10:00 General Intelligence Test for all new students.  
 10:00-11:00 Section A—"Health," Miss Campbell.  
               Section B—"The Use of the Library," Miss Ricks.  
               Section C—"How to Study in College," Mrs.  
                                 Milner.  
 11:00-12:00 Section A—"Reading for Leisure," Miss Gilbert.  
               Section B—"Music," Mrs. Noah.  
               Section C—"Sports and Hobbies."

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1:00- 5:00 Registration of all upperclassmen.

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- 1:15- 2:15 Section A—"Music," Mrs. Noah.  
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 2:15- 3:15 Section A—"Sports and Hobbies."  
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               Section C—"Music," Mrs. Noah.  
 4:30- 5:30 Recreation.  
       8:00 Freshman Talent Program.

*Friday, September 8*

8:00 Regular academic schedule of semester begins.

NOTE: If traveling by train, consult ticket agent about special rates for students.



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# Guilford College Bulletin

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*Miss Katharine B. Ricks  
Guilford College  
N.C.*

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## HOMECOMING NUMBER

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**GUILFORD COLLEGE**

ON THE FRIENDLY ROAD  
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Entered at Guilford College, N. C., as second-class matter under act of Congress  
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The progress in our educational program continues. New features are being added; so keep in touch with your Alma Mater. Understand and have a part in the changes that are making Guilford a stronger and finer college. Come talk things over with us.

The same faculty as last year will greet you when you return to the old campus. One hundred and seventy-five new students—one hundred and thirty-nine of them freshmen—have entered into our fellowship. The largest enrollment in the history of the college is here. But our hands are extended to our old friends. We want to see you again. We want to keep up the old fellowships. Homecoming Day is the occasion.

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President of College.

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All Guilfordians are vitally interested in the Centennial plans for their college. With the entrance of this year's freshman class, which has been more carefully cultivated and selected than previous classes, one objective of the Centennial has been furthered. 139 stu-

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Look for these signs of progress when you visit the campus on Homecoming day. You will find them reflected in the splendid type of students and faculty that you meet, in the freer and more wholesome social and educational life, and in an improved campus itself.

Make an effort to know your college and when you understand its true significance and advantages you will be able to support it in a more loyal and intelligent way.

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In 1908 the Philomathean and Zatasian Societies replaced the Philagorean Society as the literary organizations for young women students at Guilford College. On Homecoming Day, October 7, these societies plan to celebrate the twenty-fifth anniversary of their founding, and all former members are especially invited to return for this occasion. The program honoring this event will begin at 7:30 p. m. and will include the reading of a history of each society. The program will be followed by a reception for former members.

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(Bound separately.)

Guilford College Bulletin.  
Vol.26, No.5. Jan.13,1934.

REPORT OF THE

COMMISSIONER OF THE

LAND OFFICE

FOR THE YEAR 1887

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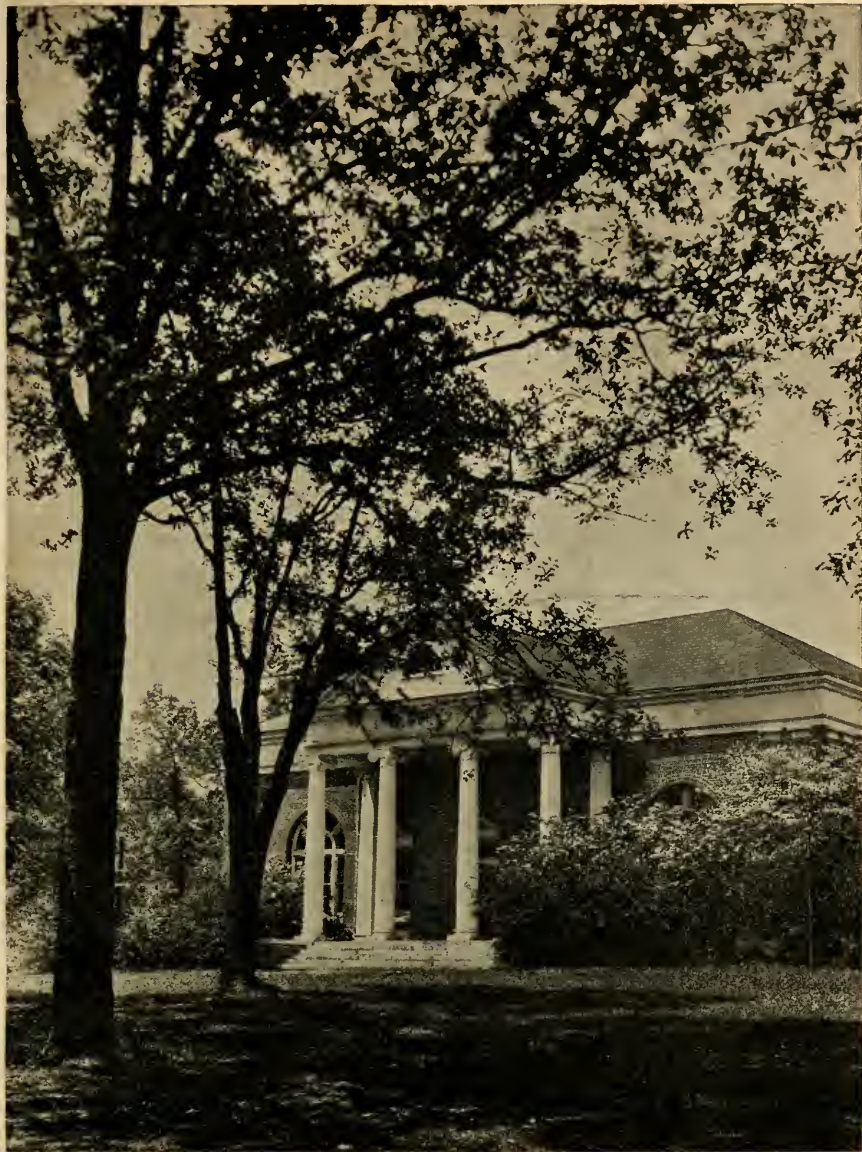
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No. 5. <sup>St.</sup> Story of Guilford College  
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# GUILFORD COLLEGE BULLETIN

Vol. XXVI

No. 6

1934

Published bi-monthly by Guilford College, North Carolina

IN CHOOSING A COLLEGE, you will want to ascertain its academic standing, the departments of instruction, the training and teaching ability of the faculty, and the type of its curriculum. Guilford College, a member of the Southern Association of Colleges and Secondary Schools and the creator of a curriculum that has won the commendation of outstanding educational authorities, invites your discriminating investigation of these questions. As you seek a college, you will look for one rich in tradition and famous for its unique leadership.

### *GUILFORD COLLEGE—ITS HISTORIC ENVIRONMENT*

Down the road by Guilford College the British marched to one of the most significant battles of the Revolution, the Battle of Guilford Courthouse. The Quakers, according to their custom, offered succor to the wounded British, as well as the American soldiers, in the Yearly Meeting House. In the Guilford College cemetery, you may find a marker for the grave in which British and American soldiers lie side by side in perpetual peace.

Near the college grounds is the birthplace of Dolly Madison, one of the most famous mistresses of the White House.

During the days of President Jackson, when the government was trying to deprive the Cherokees of their lands, they came to Guilford College for assistance. Jeremiah Hubbard, of the New Garden Meeting, a grandson of a Cherokee princess, accompanied them to Washington to present their claim.

The Quaker leaders early pointed out to the membership of the Society the evils of slavery, so that many voluntarily freed their slaves. Indeed, they became so zealous about this matter that they incurred the criticism of their neighbors, especially because of their connection with the operation of the Underground Railway, some of the stations of which were located near New Garden School.

The ancestral homes of prominent American families are found in the Guilford community. Among these are the Hills, prominent in railroad and financial circles; and Cannon, prominent in the political arena. The records of New Garden Meeting bear frequent references to these families.



## *THE OLDEST COEDUCATIONAL COLLEGE IN THE SOUTH*

In 1837, long before coeducation was considered feasible, New Garden Boarding School, later Guilford College, opened its doors to twenty-five young men and twenty-five young women. During its long continuous history, they have shared equally in its educational opportunities. When coeducation was a matter of debate and great doubt, the New Garden School pioneered, starting in the South one of the dominant characteristics of American higher education of today.

### *ITS CONTINUOUS HISTORY*

During the war between the states, many educational institutions were closed. Most of them never reopened. In sixteen states that have been thoroughly studied, only one out of every eight colleges founded before 1865 exists today. New Garden Boarding School was the "only school of its class" in the state of North Carolina which was able to withstand the strain of those terrific days. The same spirit of consecrated leadership that kept it active during the days of the War and the days of the Reconstruction is making it possible during the present economic crisis for many young men and young women to receive educational opportunities.

### *A SELECTED STUDENT BODY*

In 1831, when the plan for the Boarding School was first submitted, emphasis was placed upon the desirability of selection; for the early records state "Let each Quarterly meeting select and recommend two of its members to be the first pupils in the school." When New Garden Boarding School first opened, only Friends were admitted. In 1840, only three years later, the policy was changed; students with a great variety of religious beliefs were enrolled. All students who have ability and who are earnestly seeking the way of life are welcomed to the college, but the policy of selection will be continued.

### *SCHOLARSHIP AID*

Even in the earliest suggestions, those who proposed New Garden Boarding School wished to educate a group of students selected without regard to their financial resources. In order to do this it was agreed that, through voluntary subscription, funds should be secured to give scholarships. Throughout its history the institution has given assistance to worthy young men and women.

## STUDENT WORK

In 1840, "the subject of allotting a small portion of the time of suitable scholars to labor was brought before the meeting." Every year since then, some of the students have assisted with the work. In recent years as many as one third of the student body has assisted in labor on the campus, in the buildings, in the offices, classrooms, and library. Few institutions in the United States have more generous arrangements for student labor as a means of helping to defray expenses.

Last year *Time* commended several of the eastern women's colleges for their pioneering work in the establishment of cooperative houses in which, by doing the housework, women students could reduce their



MARY HOBBS HALL

college expenses. In 1889, cooperative housekeeping was started at Guilford College. Mary Mendenhall Hobbs, seeing the need of educating the young women of North Carolina as inexpensively as possible, had courageously presented her concern to the Yearly Meeting and secured sufficient funds to open the first cottage for cooperative housekeeping. Most institutions which have undertaken such projects still use a dwelling that accommodates a limited number of young women. The project was so popular at Guilford College, however, that Mary Mendenhall Hobbs started a campaign to build a dormitory that was to be managed as a cooperative hall. In 1907 New Garden Hall, which now bears the more suitable name of Mary Hobbs Hall, was erected.

## CHARACTER A CRITERION

According to early records, character was a necessity for membership in New Garden Boarding School, students over 16 not being allowed to enter unless "they sustain fair character." In studying the literature and example of Guilford College from its founding until the present day, even the casual observer cannot fail to recognize the emphasis on personal integrity.

## TEACHERS' TRAINING

The Boarding School was founded to train teachers. The success of the effort was recognized in a record of 1867, which says, "The standards of education requisite for a successful teacher for one of our schools, being higher than has heretofore been demanded of Public School Teachers in the South, is causing many who wish to become teachers to take the advantage of the Yearly Meeting Schools." Guilford teachers as a group have always been considered superior. In the Guilford County Schools at present approximately one fifth of the teachers has had training from Guilford College. In spite of the present difficulty in obtaining teaching positions, 70% of the qualified graduates of the class of 1933 has been satisfactorily placed.

Because it pioneered in training teachers for the children of the members of the Society of Friends, New Garden Boarding School, according to a statement by Allen Jay, contributed greatly to the educational development of the state of North Carolina. "Our schools did much to stimulate the state in building its first school system." Joseph Moore and Allen Jay built a system of schools for Friends, which, when it was functioning at its height, was the most extensive system in the state. Allen Jay was so successful in carrying on the project that he was offered the state superintendency of public instruction. It was not an accident, but rather the influence of Guilford College and of its leader, Dr. Lewis Lyndon Hobbs, that the Guilford College community became the first rural special tax district in North Carolina.

## ATHLETIC ACTIVITIES

As early as 1867, the students of New Garden Boarding School were playing baseball. A "Collegian" of 1888 mentions the athletic activity of men in football, baseball, tennis, and marbles. Soon after New Garden Boarding School became Guilford College athletic activities for both men and women were sponsored. In 1889 the baseball association was founded and an intercollegiate game with Trinity College was recorded in 1890, Guilford winning by a score of 17-14. Although the



BASEBALL TEAM 1934

college had teams in the earliest intercollegiate competitions and has had champion football, basketball, and tennis teams, it is in the sport of baseball it has been most famous. Starting as early as 1892 and continuing to the present, it has contributed to the major leagues the names of Smith, Stewart, Shore, Zachary, Murchison, and the Ferrells.

In the nineties, the women students were given gymnastic drills. The emphasis on women's training in physical education has been continued. Each woman student is required to have four years of training in this field. Consequently, many of our women students have ably qualified as coaches of girls' athletics in the high schools of the state.

### *CHRISTIAN ORGANIZATIONS*

In 1884, five years before the student Y. W. C. A. was founded, the young women of Guilford College founded the Young Women's Christian Temperance Union. Its aims were so closely allied to those of the Young Women's Christian Association that later the two were merged.

### *INFLUENCE UPON OTHER INSTITUTIONS OF HIGHER EDUCATION*

The influence of Guilford College has not been limited to its work with the Society of Friends. It has, through its teachers and students,



helped to show the significance of education to North Carolina. The two men who have contributed markedly to the history of Duke University were New Garden Boarding School Students — James B. Duke, who established the Duke Foundation, and Braxton Craven, who definitely influenced the policy of Trinity College.

Mary Hobbs, as has been previously indicated, had a great concern for the educational advancement of the young women of North Carolina. At the suggestion of the Woman's Christian Temperance Union, she travelled about the state of North Carolina, lecturing on the necessity of an industrial and normal school for girls. In the memorial written about her, she is given much credit for creating the public opinion which caused the legislature to establish the North Carolina State Normal and Industrial College, now the Woman's College of the University of North Carolina. It is an outstanding achievement for a college as small as Guilford to have had and to have today so many of its alumni hold influential positions in the faculties of North Carolina's foremost higher educational institutions.

### *YOUR PART IN ITS FUTURE*

Guilford College anticipates, through its centennial program, another hundred years as rich in progress and achievement as the past century has been. It invites you to become one of the students who will help to add to its tradition, its academic standing, and its fame.



JUNIOR HOCKEY TEAM

The curriculum is arranged so as to lead the students into an appreciation of human achievements, an understanding of the world, and an introduction to cultural resources. It provides also for the mastery of some one field of human knowledge and is so adjusted as to allow a wide variation in personal interests and initiative and independence in the pursuit of objectives.

## CURRICULUM

Freshman Year	Sophomore Year	Junior Year	Senior Year
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	
6 Foreign Language	6 Foreign Language		6 Elective
6 Mathematics		6 Major or Related Subject	6 Major or Related Subject
	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

The majors and related subjects may be selected from twenty different departments of instruction.

For further information concerning the college, write to Dean Clyde A. Milner, Guilford College, North Carolina.



Vol. XXVII, No. 1

April, 1934



# GUILFORD COLLEGE

## BULLETIN OF INFORMATION

CATALOGUE NUMBER  
1933-1934

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*Announcements*  
1934-1935

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PUBLISHED MONTHLY BY  
**GUILFORD COLLEGE**  
*On the Friendly Road*  
IN GUILFORD COUNTY  
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter  
under Act of Congress August 24, 1912. -



# GUILFORD COLLEGE

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NORTH CAROLINA

## ACADEMIC CALENDAR

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### 1934

June 4th ..... Commencement  
June 5th ..... Registration, Summer School, 1934  
August 6th ..... Close of Summer School

### OPENING, FALL 1934

September 3d.....Registration of Freshmen  
September 6th, 1:00 p.m.,  
    Registration of Sophomores, Juniors, and Seniors  
September 7th, 11:00 a.m.,  
    Chapel exercises, Faculty and all students attend  
November 5th .....First Quarter ends  
November 29th .....Thanksgiving Holiday  
December 19th, 11:30 a.m.....Christmas Holidays begin

### 1935

January 2d, 1:15 p.m.....Christmas Holidays end  
January 11th to 19th, inclusive,  
    Mid-Year Examinations  
January 13th.....Anniversary of Charter Day  
January 21st .....Second Semester begins  
March 23d.....Third Quarter ends  
March 23d, 11:30 a.m.....Spring Holidays begin  
April 1st, 8:00 a.m.....Spring Holidays end  
May 25th to June 1st.....Final Examinations  
June 2d.....Baccalaureate Service  
    Sermon before the Christian Associations  
June 3d.....Commencement Day  
    Conferring of Degrees  
    Commencement Address  
June 4th.....Registration of Summer School, 1935  
August 5th.....Close of Summer School

## ADMINISTRATIVE BOARDS

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### BOARD OF TRUSTEES

	<i>Term Expires</i>
JOSEPH D. Cox, High Point.....	1934
D. R. PARKER, High Point.....	1935
A. W. HOBBS, Chapel Hill.....	1935
RICHARD L. HOLLOWELL, Greensboro.....	1936
H. SINCLAIR WILLIAMS, Concord.....	1936
ROBERT H. FRAZIER, Greensboro.....	1937
W. E. BLAIR, Greensboro.....	1937
ELBERT RUSSELL, Durham.....	1938
HERBERT C. PETTY, Ampere, N. J.....	1938
D. D. CARROLL, Chapel Hill.....	1939
C. F. TOMLINSON, High Point.....	1939

### AUXILIARY COMMITTEES

#### *Advisory Committee*

	<i>Term Expires</i>
Hetty O. Hollowell.....	1934
Myrtle Tomlinson.....	1934
Alice Paige White.....	1934
Elva J. Blair.....	1935
Helen T. Binford.....	1935
Notre M. Johnson.....	1935
Roxie D. White.....	1935
Mary M. Petty.....	1936
Lelia D. Hill.....	1936
Bertha E. Cox.....	1936

### GIRLS' AID COMMITTEE

#### *In Charge of Mary Hobbs Hall*

Helen T. Binford.....	Guilford College
Marguerite C. Kerner.....	Greensboro
Laura P. Hodgins.....	Greensboro
Ada Blair.....	High Point
Sarah R. Haworth.....	Salisbury
Mary R. Cox.....	High Point
Ida E. Millis.....	Guilford College

Evelyn M. Haworth.....	Guilford College
Rachel F. Taylor .....	High Point
Maryanna White Johnson.....	Greensboro
Callie S. Cude.....	Winston-Salem
Dovie Hayworth .....	Greensboro
Gertrude Hobbs Körner.....	Charlotte
Catherine White .....	Greensboro

#### *Honorary Member*

Adelaide E. White.....	High Point
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### STANDING COMMITTEES OF THE BOARD OF TRUSTEES

*Auditing and Finance*—R. L. Hollowell, R. H. Frazier, H. S. Williams.

*Buildings and Grounds*—R. L. Hollowell, D. R. Parker, H. C. Petty.

*Coöperating Committee*—Elbert Russell, J. D. Cox, D. D. Carroll, A. W. Hobbs, H. C. Petty.

*Endowment Committee*—R. H. Frazier, C. F. Tomlinson, R. L. Hollowell, W. E. Blair, D. R. Parker.

*Farm and Boarding Department*—W. E. Blair, H. S. Williams.

### COLLEGE OFFICERS OF ADMINISTRATION

Raymond Binford.....	<i>President</i>
Clyde A. Milner.....	<i>Dean</i>
E. G. Purdom.....	<i>Acting Dean</i>
Clarence E. Tobias.....	<i>Secretary of the College</i>
Ernestine C. Milner.....	<i>Personnel Director</i>
Katharine C. Ricks.....	<i>Librarian</i>
Della F. Shore.....	<i>Assistant Librarian</i>
N. Era Lasley.....	<i>Registrar</i>
Edgar T. Hole.....	<i>Financial Agent</i>
Maud L. Gainey.....	<i>Treasurer</i>
Elizabeth Bruce .....	<i>Dietitian</i>
Melissa Powell .....	<i>Nurse</i>
Emily R. Levering.....	<i>Matron Mary Hobbs Hall</i>
Mamie A. Anderson.....	<i>Matron Cox and Archdale Halls</i>



## FACULTY COMMITTEES

- Advisory Committee*—Raymond Binford, Clyde A. Milner, Ernestine C. Milner, Edgar T. Hole, E. G. Purdom, Philip W. Furnas, Katharine C. Ricks, F. C. Shepard.
- Athletics for Men*—F. Carlyle Shepard, E. G. Purdom, J. Wilmer Pancoast, John P. Anderson.
- Athletics for Women*—Dorothy Gilbert, Elizabeth A. Anderson, Gail Wilbur.
- Campus*—A. I. Newlin, K. C. Ricks, Eva G. Campbell, J. W. Pancoast.
- Coöperating Committee*—F. C. Shepard, Clyde A. Milner, Eva G. Campbell, E. G. Purdom.
- Credentials*—N. Era Lasley, Clyde A. Milner, Samuel L. Haworth, H. A. Ljung.
- Debates*—A. I. Newlin, Elwood C. Perisho, Philip W. Furnas, Ernestine C. Milner, W. O. Suiter.
- Examinations*—J. Wilmer Pancoast, H. A. Ljung.
- High School Day*—F. Carlyle Shepard, John P. Anderson, Elizabeth Bruce, Ernestine C. Milner.
- Lectures and Entertainment*—J. Wilmer Pancoast, Elwood C. Perisho, Samuel L. Haworth, Maud L. Gainey, Helen T. Binford, Max Noah.
- Library*—Katharine C. Ricks, Dorothy Gilbert, N. Era Lasley, Philip W. Furnas, Clyde A. Milner, James L. Fleming, Eva G. Campbell.
- Personnel*—Clyde A. Milner, F. Carlyle Shepard, John P. Anderson, E. G. Purdom, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine C. Ricks, Ernestine C. Milner.
- Vocational Guidance*—Ernestine C. Milner, F. Carlyle Shepard, Elizabeth Bruce, Elwood C. Perisho, W. O. Suiter.
- Student Affairs*—N. Era Lasley, Dorothy Gilbert, E. G. Purdom, A. I. Newlin.
- Girls' Conduct*—Ernestine C. Milner, Emily R. Levering, Katharine C. Ricks.
- Men's Conduct*—Clyde A. Milner, John P. Anderson, E. G. Purdom, F. Carlyle Shepard.
- Absences*—N. Era Lasley, Ernestine C. Milner, Emily R. Levering, Clyde A. Milner.
- Scholarships and Loans*—F. C. Shepard, A. I. Newlin, Clyde A. Milner, E. G. Purdom, Edgar T. Hole, H. A. Ljung.
- Social*—Ernestine C. Milner, Clyde A. Milner, Helen T. Binford, E. G. Purdom, Gail Wilbur, Eva M. Newlin, Eva G. Campbell, H. A. Ljung, Elizabeth C. Bruce.

## FACULTY

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RAYMOND BINFORD.....*President of the College  
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906;  
Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hop-  
kins University, 1912; Scientific Assistant at United States Fish-  
eries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in  
Invertebrate Zoology, Marine Biological Laboratory, Woods Hole,  
Mass., summers 1912-1917; Professor of Biology and Geology, Guil-  
ford College, 1901-1914; Professor of Zoology at Earlham College,  
1914-1918; President of Guilford College, since 1918.

ELWOOD CHAPPELL PERISHO.....*Lecturer and Professor  
of Geology*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S.,  
University of Chicago, 1895; Fellow University of Chicago, 1894-  
1895; LL.D., Earlham College, 1910; D.Sc., University of South  
Dakota, 1929; Assistant in Science, New Garden Boarding School,  
1887-1888; Professor of Mathematics, Guilford College 1888-1893;  
Assistant in United States Geological Survey (field work), 1894;  
Professor of Geology and Physics, Wisconsin State Normal, 1895-  
1903; Professor of Geology, State College of South Dakota, and  
State Geologist of South Dakota, 1903-1914; Dean of the College of  
Arts and Sciences, University of South Dakota, 1907-1914; Presi-  
dent of the State College of Agriculture and Mechanical Arts,  
South Dakota, 1914-1919; Educational Administrator and Lecturer,  
U. S. Army Educational Corps, 1919-1920; Member of Faculty  
American Army University, Beaune, France, 1919; Lecturer, Guil-  
ford College, since 1920.

J. WILMER PANCOAST.....*Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of  
Pennsylvania, University of Cornell, University of Chicago, Uni-  
versity of Wisconsin; Instructor in Mathematics, George School,  
Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

KATHARINE C. RICKS.....*Librarian*

B.S., Guilford College, 1904; Student in library class at the Vir-  
ginia State Library, 1905-1907; Graduate Student in the Library  
School of Columbia University, summer 1927, and year 1927-1928;  
Assistant in the library of the University of Virginia, 1911-1912;  
Librarian at Guilford College, since 1922.

EVA GALBREATH CAMPBELL.....*Professor of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University,  
1919; Ph.D., Ohio State University, 1931; Graduate Student, Uni-  
versity of Chicago, summer 1916; Marine Biological Laboratory,  
Woods Hole, Mass., summer 1922; Instructor in Biology, North  
Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH.....*Professor of Biblical Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student, Brown University, 1911-1913; Minister in Friends Meeting Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

ALGIE INNMAN NEWLIN.....*Professor of History and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student, Columbia University, summer 1923; Graduate Student, University of California, 1924; Graduate Student, University of Wisconsin, summer 1925; Graduate Student, Johns Hopkins University, 1926-1927; Graduate Student at the Graduate Institute of International Relations of the University of Geneva, 1929-1931; Instructor in History, Burlington High School, 1922-1923; Professor of History and Political Science, Pacific College, 1923-1924; Professor of History and Political Science, Guilford College, 1924-1926, 1927-1929, and since 1931.

DOROTHY LLOYD GILBERT.....*Associate Professor of English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Graduate Student, University of Wisconsin, summer 1933; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927; Instructor in English, Guilford College, 1926-1928; Associate Professor of English, since 1929.

PHILIP W. FURNAS.....*Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNES PURDOM.....*Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Ph.D., University of Michigan, 1934; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland, Kentucky, High School, 1923-1926; Associate Professor of Physics at Guilford College, 1927 to 1933; Professor of Physics, since 1933.

MAX STEPHEN NOAH.....*Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; M.A., Columbia University, 1933; Student, Westminster Choir School, Ithaca, N. Y., summer 1929; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

ELIZABETH CARENE BRUCE.....*Associate Professor of  
Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics, Georgia Normal School, 1921-1927; Associate Professor of Home Economics, Guilford College, since 1928.

FREDERICK CARLYLE SHEPARD.....*Professor of Education*

A.B., University of North Carolina, 1921; A.M., University of North Carolina, 1925; Graduate Student, University of North Carolina, 1925-1927; Teacher of Science, Goldsboro, 1921-1925; Greensboro, 1928-1929; Guilford College, since 1929.

JOHN P. ANDERSON.....*Director Physical Education*

A.B., Hendrix College, 1924; A.M., Columbia University, 1932; Student, University of Illinois, 1925; Peabody Summer School, 1925 and 1927; Summer School, University of Michigan, 1926; Athletic Director, High School, Forest City, Arkansas, 1925-1926; Assistant Coach, Southern College, 1926-1927; Director Physical Education, High School, Roanoke Rapids, N. C., 1927-1929; Guilford College, since 1929.

CLYDE A. MILNER.....*Dean of the College  
and Professor of Philosophy*

A.B., Wilmington College, 1921; A.M., Haverford College, 1922; B.D., Hartford Theological Seminary, 1924; University of Chicago, summer 1924; Student at Marburg University; University of Geneva; J. J. Rousseau Institute, 1927-1928, on the John S. Welles Fellowship; Dean of Men, Earlham College, 1924-1930; Instructor in Philosophy and Psychology, 1924-1925; Assistant Professor of Philosophy, 1925-1927; Professor of Psychology, 1927-1930; Guilford College, since 1930.

ERNESTINE COOKSON MILNER.....*Personnel Director*

A.B., Miami University, 1918; B.S., Miami University, 1919; Student National Training School of Y. W. C. A., summer 1920; A.M., Wellesley College, 1926; Graduate Student at Ohio State University; Y. W. C. A. Secretary, Miami University, 1918-1919; Instructor in McGuffey Model School, Miami University; Y. W. C. A. Secretary, Ohio State University, 1919-1923; Acting Dean of Women, Ohio State University, summer 1923; Dean of Women, Parsons College, 1924-1926; Dean of Women and Assistant Professor of Psychology, Earlham College, 1926-1930; Guilford College, since 1930.

JAMES L. FLEMING.....*Associate Professor of French*

B.S., Wake Forest, 1927; Student at Sorbonne, Paris, 1927-1928; Fellow to the Ecole Normal de Valence, 1928-1929; Student at the University of Paris and also taking work with the Alliance Francaise, the Institute of Phonetics, and pupil in diction to Madame de Tovar of the Comedie Francaise; Guilford College, since 1930.

GAIL WILBUR.....*Instructor in Piano and  
Public School Music*

Student in Piano for thirteen years with various instructors; Student in Voice for two and a half years; Student at the Columbia School of Music, 1912-1914; Student at the Northwestern University, 1928-1929; Student in various summer schools for eight summers; fourteen years experience teaching in public schools and one normal school; Guilford College, since 1930.

MARI LUISE HUTH.....*Instructor in German*

A.B., Columbia University, 1933; Diploma in Music, University of Leipsic, 1913; Student at Berlin Universities one-half year, 1922; one-half year at Munich, 1923; Graduate, Hamburg University, 1927; Student, Columbia University, 1931-1933; Teacher of Piano and Organist at Hamburg, Germany, 1927-1930; Piano Instructor at Guilford College, 1925-1926; German, 1930-1931; Instructor in German and Spanish, since 1933.

HARVEY ALBERT LJUNG.....*Professor of Chemistry*

B.S., University of North Carolina, 1927; M.S., University of North Carolina, 1928; Ph.D., University of North Carolina, 1931; Assistant in Chemistry, University of North Carolina, 1927-1931; Professor of Chemistry, Guilford College, since 1931.

WILLIAM O. SUITER.....*Professor of Economics and  
Business*

B.A., University of Texas, 1927; M.A., University of Texas, 1929; Two Years Graduate Study, University of Chicago, 1930-1932; Principal and Coach, Sharyland High School, Mission, Texas, 1925-1927; Instructor in Economics, University of Texas, 1927-1929; Assistant Professor of Economics, Texas Christian University, 1929-1930; Research Assistant, University of Chicago, 1930-1932; Professor of Economics and Business, Guilford College, since 1932.

ELIZABETH H. ANDERSON.....*Director of Physical  
Education for Women*

A.B., Hendrix College, 1926; Graduate Student, Columbia University, Summers 1929, 1932; Teacher of French, Little Rock High School, 1926-1927; Teacher of French and Coach for Girls' Athletics, Conway High School, 1927-1931; Director of Physical Education for Women at Guilford College, since 1932.



# GUILFORD COLLEGE

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## HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered January 13, 1834, under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in August, 1837, with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. On January 25, 1889, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the College until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the College, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the College. The roots of its life, however, run deep into the entire history of the Colony and State of North

Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672, and the records of Friends in North Carolina embrace a period of 236 years. Their desire to found an institution of learning grew out of a conviction that a democratic fellowship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. Guilford College was founded, therefore, not so much to produce a trained ministry as to produce a trained society.

#### THE CENTENNIAL

On June 18, 1927, the Board of Trustees appointed a Centennial Committee, composed of members of the board, the advisory committee, and faculty, old students, and alumni. In August of 1927, just ninety years after the school was opened, the committee began its work. The increase of the endowment, the completion of King Hall, and the building of a gymnasium were among the objectives to be accomplished by the centennial year. In August of 1929 the committee engaged the services of E. T. Hole as financial agent for the College. It was to be his duty to secure funds for operation and for an increase of the endowment. In January, 1930, an agreement was made with Edwin W. Vose of New York City with a view to enlarging our contacts in the hope of securing the funds to promote the centennial projects. Through the leadership of Mr. Vose a detailed program of achievements for the centennial year was worked out and a New York committee composed of alumni and Friends and other prominent citizens was organized. The centennial club was formed in the

spring of 1930 for the purpose of raising a sustaining fund to meet the operating expenses up to the one hundredth year. The contract with Edwin Vose was terminated in January, 1931. The New York committee, however, continues to function in a very generous and helpful way.

The most effective efforts towards reaching some of the goals set before us have been in connection with the reorganization of the curriculum and the preparation of syllabi to guide our students in their scholastic achievements. In connection with this work a considerable enlargement of the library, through a donation from the Carnegie Corporation and assistance from our many friends, has been achieved, and as a result the intellectual work of the College centers more and more around the library and is based less and less on a single textbook and the viewpoints of one or two men.

In the fall of 1931, Alfred Busselle of New York City was secured as the architect for the proposed remodeling and building program connected with the celebration of the centennial year. In the fall of 1932, the faculty and students took up the task of working out in greater detail the objectives toward which we will work as a fitting goal for the one hundred years of achievement in the interests of a liberal arts training.

The one hundredth anniversary of the ratification of the charter of New Garden Boarding School was celebrated on January 13, 1934. Since Guilford is the oldest coeducational college in the South, it seemed fitting to make a part of the celebration a conference on coeducation. Mrs. Frances Blanshard, Dean of Women of Swarthmore College, and Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges, were the principal speakers on the program. Be-

tween their addresses there was an open forum on co-education. In the afternoon J. C. B. Ehringhaus, Governor of the State, spoke in appreciation of the work of the College and made a plea for loyalty to the State and to the College. President Raymond Binford presented the Centennial Program. Clarence E. Tobias has been employed as Secretary of the College. He will assist in the promotion of the program with the hope of reaching some definite goals by August 1, 1937, the one hundredth anniversary of the opening of the College.

### **POLICY**

The founders of New Garden Boarding School were interested in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety-seven years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional or technical training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public schools, and it does offer special pre-medical courses and other practical, scientific, business, and pre-professional studies.

The enrollment of the College is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the

college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

### RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is nonsectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings, and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

### LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region, which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In

the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

### BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has been cleared for cultivation. The College maintains a dairy and truck garden.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and pleasing in appearance.

*Founders Hall* stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the office of the Dean of Women, and reception rooms. The home economics laboratory and classrooms are also in this building.

*Archdale Hall* was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927 this building was completely renovated and will now accommodate comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

*Y. M. C. A. Hall* was built in 1891 for the Young Men's Christian Association. On the first floor are the



Y. M. C. A. hall and music rooms. The second floor is also used by the Music Department.

*Memorial Hall* was erected in 1897 by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture room, biological laboratory, auditorium, office of the student publications, *The Guilfordian* and *The Quaker*, and the Museum.

*Mary Hobbs Hall* was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting for the girls who wish to reduce expenses by coöperative housekeeping. The hall affords accommodations for fifty-six girls, besides a reception room and living-room for the matron. In recent years student service has been extended to the other dormitories, but the income from the Girls' Aid Endowment is still used for the maintenance of Mary Hobbs Hall and for loans and appropriations to needy young women.

*The Library.* The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fireproof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains over 15,000 volumes. The Carnegie Corporation has granted the College \$8,000 to be used in the purchase of books. This, together with

other extensive improvements, is making the Library the center of the intellectual life of the College. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and special departments.

*King Hall.* The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven classrooms, the physical laboratory, the laboratory for freshman science, and the psychological laboratory.

*Cox Hall* is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fire-proof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room.

*The Museum.* The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the College.

*The Gymnasium,* erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

*Athletic Fields.* The athletic equipment is large enough to enable every student in college to secure an abundance of outdoor exercise.

*The Hobbs Athletic Field* is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a hundred-yard straightway.

There are eight sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

*The Laboratories.* The College possesses five laboratories: Psychology, Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

### THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the College.

### ENDOWMENT

More important than the building and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years the endowment of the College has been substantially increased. The total fund now

amounts to \$570,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. The plant and the endowment have recently been estimated to be worth \$1,000,000.

## REQUIREMENTS FOR ADMISSION

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Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

### SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English .....	3	units
Algebra .....	1½	units
Plane Geometry .....	1	unit
Foreign Language .....	2	units
History .....	1	unit
Electives .....	6½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences should, if possible, present French or German for entrance.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records that the student may submit.

### ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English .....	4
Social Science, including History and Civics.....	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry.....	4
Greek .....	3
Latin .....	4.7
French .....	3
German .....	3
Spanish .....	2
Physiography .....	1 or .5
General Science .....	1 or .5
Biology .....	1 or .5
Botany .....	1 or .5
Zoology .....	1 or .5
Physiology .....	1 or .5
Chemistry .....	1 or .5
Physics .....	1 or .5
Drawing .....	1
Vocational Subjects:	
Commercial Geography .....	.5
Agriculture .....	2
Manual Training .....	2
Home Economics .....	2
Stenography .....	1
Commercial Arithmetic .....	1
Bookkeeping .....	1
Bible .....	2
Music .....	2
Expression .....	.5

### ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must pre-



sent a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

### **SPECIAL AND IRREGULAR STUDENTS**

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 21 will be classed as irregular students.

### **DEFICIENCIES**

Deficiencies in high school subjects required for entrance to college must be made up by the end of the Sophomore year.

## REQUIREMENTS FOR GRADUATION

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Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and must have 120 or more quality points.

A degree will not be given to anyone who has done less than one year of work in residence at Guilford College, and the last half-year (twelve or more semester hours) of the work required for the degree must be done in residence.

No student will be granted a degree who has attended college less than the equivalent of three years and two summer schools.

In planning a college course, two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses that they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture.

# COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be French or German, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the Department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
MAJOR	MAJOR	MAJOR	MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

In selecting the required subjects outlined on page 25 we have tried to proceed in a historical and logical order. English, Foreign Language, and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development, and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships, while an acquaintance with Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By a series of carefully planned syllabi this academic work is all integrated into a unity which transcends the usual departmental mindedness of the conventional college course. Arrangements are being made whereby the student may accomplish this work as rapidly as his ability and initiative will permit.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it.

He will first choose his major subject; then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the sophomore year is to be continued through the junior and senior years and the related subject chosen in the Junior year is to be continued through the senior year. Students expecting to teach should begin a study of Education as a related subject in the sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the sophomore and junior years as subjects related to the major. A reading knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours work in the subject he has chosen for his major.

No credit toward a major will be given for a course in which the student receives a grade less than C.

Candidates for the degree of Bachelor of Arts must elect their majors from the departments of Religion, English, Philosophy, French, German, History, Economics, or Music. Candidates for the Bachelor of Science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six

hours of English in the first year, but students who can not prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

### GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, A, B, C, D, Inc., and F.

A represents exceptional attainment and should normally be awarded to the highest two to eight per cent of the students; B represents superior attainment and should be awarded to the next twenty to twenty-five per cent of the students; C represents average and should be awarded to the middle forty or fifty per cent; D represents passing attainment that is below average; F represents failure; Inc. represents incomplete, and shall be construed to mean that some part of the work has not been completed on account of conditions beyond the student's control. An Inc. not made up within a year automatically becomes an F.

These marks are to be based upon the amount of knowledge, or level of attainment, achieved by the student in the subject. This amount or level should as far



as possible be measured by objective tests and should not take into account such factors as pupil's personality, interest, industry, attendance, deportment, or general matters of discipline.

The following quality-point system is used with the above system of marking:

For each semester hour in which the student has the mark *A* he will be given 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in Physical Education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it.

### **CHANGING CLASSIFICATION**

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course, unless the Personnel Committee has recommended the withdrawal.

### **EXTRA HOURS**

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty, and never more than twenty-one hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made an average of *B* during the preceding semester.

### **FORMAL REPORTS**

In order to give students experience in the art of presenting topics in public, each sophomore is required to discuss some topic in connection with his major work before a Faculty Committee in one of the classes in his major subject.

Members of the Junior Class are required to make a more extended discussion of some topic, either on some public occasion or before a class group.

### **THESIS**

A dissertation on some scientific or literary subject is required of all seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third-year students who have an average of 2.5 or more on all their work will be allowed to make six semester credits on a senior thesis, provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and a committee appointed from the faculty.

### **CANDIDATES FOR DEGREES**

All students who expect to graduate in June or August of the following year are required to file an application for graduation with the Registrar on or before

November 1st. The Dean, the Registrar, and the Head of the Department concerned will make recommendations to the faculty concerning anyone who may not have regular senior standing.

### PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

### PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. *Pre-medical, pre-engineering, pre-law* courses and courses for *religious workers* are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College. The Department of Economics and Business provides special training for business management and clerical work.

## OUTLINE OF COURSES

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The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semester, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

### BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only 24 hours in biology, but a total of 54 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires 24 hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken, and at least one year in physics. This work also should be cumulative

in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

General biology, bacteriology, and physiology are required in home economics. Bacteriology and physiology are open to all students having completed *Biology 12*.

**BIOLOGY 1—INVERTEBRATE ZOOLOGY.** One lecture and six hours of laboratory work each week. Credit: three hours first semester.

It is the purpose of this course to acquaint the student with the morphology, development, and the essential points in classification of the invertebrate forms.

Prerequisite: *Biology 12*.

**BIOLOGY 2—BOTANY.** One lecture and six hours laboratory work each week. Credit: three hours second semester.

This course consists of a study of the structure and life processes of plants, with special reference to the life histories of the different forms studied.

Prerequisite: *Biology 12*.

**BIOLOGY 3-4—VERTEBRATE ZOOLOGY AND COMPARATIVE ANATOMY.** One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 12*.

**BIOLOGY 6—GENERAL EMBRYOLOGY.** One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 12*.

BIOLOGY 7-8—ADVANCED BIOLOGY. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

BIOLOGY 9—BACTERIOLOGY. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. The laboratory work includes the preparation of culture media, the study of some of the more important non-pathogenic bacteria, the observation of biological changes in the cultures, the preparation of bacteria for microscopic study, and the examination of water and milk.

Prerequisite: *Biology 12*.

BIOLOGY 10—PHYSIOLOGY OF THE HUMAN BODY. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

BIOLOGY 11—BIOLOGY SEMINAR. Credit: to be determined by amount and quality of work done. First semester.

Open only to advanced students in biology.

BIOLOGY 12—AN INTRODUCTION TO BIOLOGY. Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.



BIOLOGY 14—TECHNIQUE IN HISTOLOGY AND PATHOGENIC BACTERIOLOGY. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Prerequisite: *Biology 9*, or its equivalent.

EDUCATION 21—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL BIOLOGY. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions, and objectives of science in secondary schools and the part that can be played by biology in attaining these objectives. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

*Equipment.* The Department of Biology and the Museum of Natural History occupy a well-lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology, collecting apparatus and small aquaria, and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller col-

lections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

### CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and prepares students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics, and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3, 6, and 7-8*, or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advanced work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

CHEMISTRY 1-2—GENERAL CHEMISTRY. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds, and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half-year's work in this course.

CHEMISTRY 3—QUALITATIVE ANALYSIS. Two lectures and six hours of laboratory each week. Credit: four hours first semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys, and minerals.

Prerequisite: *Chemistry 1-2.*

*Offered 1935-1936, and alternate years.*

CHEMISTRY 6—QUANTITATIVE ANALYSIS. Two lectures and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2, and 3.*

*Offered 1935-1936, and alternate years.*

CHEMISTRY 7-8—ORGANIC CHEMISTRY. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

*Offered 1934-1935, and alternate years.*

CHEMISTRY 9—THEORETICAL CHEMISTRY. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

CHEMISTRY 11—ADVANCED QUALITATIVE ANALYSIS. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analyzed.

CHEMISTRY 12—ADVANCED QUANTITATIVE ANALYSIS. Laboratory and lectures; second semester. Credit: to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

CHEMISTRY 14—CHEMISTRY OF FOOD AND NUTRITION. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods, and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2*, and 7.

*Offered 1934-1935, and alternate years.*

CHEMISTRY 15—CHEMISTRY SEMINAR. Lectures, laboratory and outside reading; first semester. Credit: to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

EDUCATION 23—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL CHEMISTRY. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach chemistry in high schools. It will take up a discussion of the aims, functions, and objectives of science in secondary schools and the part that can be played by chemistry in attaining these objectives. Related materials will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

EDUCATION 29—MATERIALS AND METHODS OF TEACHING GENERAL SCIENCE IN HIGH SCHOOL. Three hours each week. Credit: three hours first semester.

This course will consider the educational preparation of the teacher of general science; the historical development of teaching general science; the aims and values of general science; and the effect of the aims and values upon the selection of the subject-matter and upon the methods of organizing and presenting it. Special lesson planning is provided for the students, to be followed by criticisms and discussions. This course is prerequisite to Education 50.

### **ECONOMICS AND BUSINESS**

The Department of Economics and Business has a threefold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems and, where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. Economics 1 and Economics 2 are intended primarily for freshmen. Economics 3-4 is a basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Not later than the end of the freshman year, the student should choose a related subject to be carried along

with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

**ECONOMICS 1—INDUSTRIAL AND COMMERCIAL GEOGRAPHY.** Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

**ECONOMICS 2—ECONOMIC ORGANIZATION.** Three hours each week. Credit: three hours second semester.

The course is designed to acquaint the student with the organization of production, the relationship between the different parts of the productive system, and the historical development of our present industrial society. Primary attention is given to the economic development of the United States.

Not open to students who have completed *Economics 3-4*.

**ECONOMICS 3-4—GENERAL ECONOMICS.** Three hours each week. Credit: three hours each semester.

The purpose of the course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth-year students.

The entire course must be completed before credit can be given for either semester.

**ECONOMICS 5—MONEY AND BANKING.** Three hours each week. Credit: three hours first semester. (Formerly Economics 5-6.)

In the course a careful study is made of our present monetary and banking system. Emphasis is placed upon the features of a good money and banking system, and monetary fallacies are explained. Historical developments are traced briefly, and current banking and credit policies are analyzed. The practices of foreign countries are compared with our own.

Prerequisite: *Economics 3-4*.

*Offered 1934-1935, and alternate years.*



ECONOMICS 6—BUSINESS LAW. Three hours each week. Credit: three hours second semester. (Formerly Economics 2.)

A study is made of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Not open to first-year students.

*Offered 1934-1935, and alternate years.*

ECONOMICS 7-8—PRINCIPLES OF ACCOUNTING. Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester. The entire course must be complete before credit will be given for either semester.

This course is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first-year students.

*Offered 1933-1934, and alternate years.*

ECONOMICS 9—PRINCIPLES OF MARKETING. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours first semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Not open to first-year students.

*Offered 1933-1934, and alternate years.*

ECONOMICS 10—BUSINESS MANAGEMENT AND FINANCE. Textbook, original sources, and reports. Three hours each week. Credit: three hours second semester. (Formerly Economics 13-14.)

The course is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations. Emphasis is also placed upon financial policies and financial management of both individual proprietorships and corporations.

Prerequisite: *Economics 3-4.*

*Offered 1933-1934, and alternate years.*

ECONOMICS 11—LABOR PROBLEMS. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

In the course a brief survey is made of our most important labor problems. It deals with labor organizations, industrial relations, and labor legislation.

Prerequisite: *Economics 3-4.*

*Offered 1934-1935, and alternate years.*

### COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) students who desire to obtain a more strictly practical training along with their college work. Students who plan to take the four-year course should postpone typewriting and shorthand until the junior or senior year. For the cost of these courses see *Expenses and Fees* on page 105.

BUSINESS A—TYPEWRITING. The purpose of this course is to teach the student the touch system of type-

writing. In addition to learning the keyboard and the elements of letter-writing, the student is expected to develop as much speed and accuracy as possible. Offered either semester. No college credit.

**BUSINESS B—SHORTHAND.** This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives. This class meets for three recitations each week for two semesters. No college credit.

**BUSINESS C—ELEMENTARY BOOKKEEPING.** This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts. Three meetings each week. Spring semester. No college credit.

### **EDUCATION**

It is the purpose of the Department of Education to develop in the student an understanding and appreciation of the school as an institution; to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles; and to equip him for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers' certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

**EDUCATION 1—CLASSROOM MANAGEMENT.** Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for Sophomores, but Freshmen may register by special permission.

**EDUCATION 3—HISTORY OF EDUCATION.** Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational developments is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

*Offered 1934-1935, and alternate years.*

**EDUCATION 5—EDUCATIONAL SOCIOLOGY.** Three hours each week. Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes and values as affecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

*Offered 1934-1935, and alternate years.*

**EDUCATION 7—TESTS AND MEASUREMENTS.** Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

EDUCATION 10—ELEMENTARY SCHOOL METHODS. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject-matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

EDUCATION 11—PRINCIPLES OF SECONDARY EDUCATION. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present-day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

EDUCATION 21—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL BIOLOGY. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Biology.)

EDUCATION 23—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL CHEMISTRY. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

EDUCATION 25—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of English.)

EDUCATION 27—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL HISTORY. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of History.)

EDUCATION 29—MATERIALS AND METHODS OF TEACHING GENERAL SCIENCE IN HIGH SCHOOL. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

EDUCATION 31—MATERIALS AND METHODS OF TEACHING SCHOOL MATHEMATICS. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Mathematics.)

EDUCATION 33—MATERIALS AND METHODS OF TEACHING MODERN LANGUAGES IN HIGH SCHOOL. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Romance Languages.)

EDUCATION 35—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL PHYSICS. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physics.)

EDUCATION 39-40—SPECIAL METHODS IN HOME ECONOMICS. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Home Economics.)

EDUCATION 47—SUPERVISION OF PUBLIC SCHOOL MUSIC. Three hours each week. Credit: three hours first semester.

(See course outlined under Music Education.)



EDUCATION 50—OBSERVATION AND DIRECTED TEACHING. Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

In connection with practice teaching there will be some expense which the student is expected to pay.

PSYCHOLOGY 2—CHILD PSYCHOLOGY. Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 2*, Department of Philosophy.)

PSYCHOLOGY 6—EDUCATIONAL PSYCHOLOGY. Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 6*, Department of Philosophy.)

### ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical literature, and the literature of other nations will be expected. A major in English shall be constituted as follows: English 3-4, 13-14, and at least nine hours selected from courses 5-6, 8, 9-10, 18, 22, and 28. Extra courses are advised for those who can work them in. In addition, a choice from the following courses in related subjects is

expected: *a.* Education (for students who expect to teach); *b.* a classical language; *c.* Philosophy; *d.* Biblical Literature; *e.* History; *f.* courses in writing or public speaking. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *3-4* must be taken in the first and second years, respectively.

#### ENGLISH AS A TOOL

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

**ENGLISH 1-2—ENGLISH COMPOSITION.** Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

**ENGLISH 3-4—SURVEY OF ENGLISH LITERATURE.** Three hours each week. Credit: three hours each semester.

In the first semester a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

ENGLISH 5-6—ROMANTIC MOVEMENT, AND TENNYSON AND BROWNING. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

*Offered 1934-1935, and alternate years.*

ENGLISH 8—AMERICAN LITERATURE. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

ENGLISH 9—ELIZABETHAN DRAMATISTS EXCLUSIVE OF SHAKESPEARE. Three hours a week. Credit: three hours first semester. Must be followed by English 10 for credit.

ENGLISH 10—SHAKESPEARE. Three hours each week. Credit: three hours second semester.

Two dramas will be studied intensively and ten of the other great dramas extensively.

ENGLISH 11—ARGUMENTATION AND DEBATING. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches, and debates.

Prerequisite: *English 1-2.*

ENGLISH 12—CREATIVE COMPOSITION. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

ENGLISH 13—SPENSER. Three hours each week. Credit: three hours first semester.

The Faërie Queene as a whole and problems in connection with Spenser.

ENGLISH 14—CHAUCER. Three hours each week. Credit: three hours second semester.

A rapid introduction to Chaucerian grammar and the reading of the most important of the Canterbury Tales and Troilus and Criseyde.

ENGLISH 18—CONTEMPORARY LITERATURE. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

*Offered 1933-1934, and alternate years.*

ENGLISH 19—GENERAL LITERATURE. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Required of all sophomores.

ENGLISH 22—THE ENGLISH NOVEL. Three hours each week. Credit: three hours second semester.

Approximately forty great novels will be read and discussed.

*Offered 1934-1935, and alternate years.*

ENGLISH 28—MASTERPIECES OF THE DRAMA IN ENGLAND AND AMERICA. Three hours each week. Credit: three hours the second semester. Alternates with English 22.

ENGLISH 31—CHILDREN'S LITERATURE. Two hours each week. Credit: two hours first semester.

This course makes a comprehensive study of the literature for children. The stories and poems are classified according to the psychological characteristics of the various periods of childhood. Creative work in the field of children's literature is required of students.

*Offered 1934, and alternate years.*

EDUCATION 25—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH. Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

### EXPRESSION

EXPRESSION 1—ORAL INTERPRETATION. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature, and to train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice, will be stressed.

Fee: \$20.00 each semester.

EXPRESSION 2—PLAY PRODUCTION. One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one-act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

Fee: \$20.00 each semester.

## GEOLOGY

**GEOLOGY 1-2—GENERAL GEOLOGY.** Classroom, laboratory, and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

**GEOLOGY 5—THE EARTH.** Three hours each week. Credit: three hours first semester.

This course forms the first part of the natural science course offered in the freshman year. The position of the Earth in relation to other heavenly bodies and the structure and composition of the Earth are studied by the aid of Physics and Chemistry. The course, therefore, introduces the student to the physical sciences. It gives some idea of man's conquest of the physical forces and the modern conception of the Universe.

## GERMAN

The work outlined in the courses in German is designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. (Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject.) European History is required, and students



should take as much English literature and translation of the world's masterpieces as may be available in other departments.

GERMAN 1-2—ELEMENTARY GERMAN. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Evans and Röseler, *College German*; and some simple prose text.

This course is prerequisite to all other courses in German.

GERMAN 3-4—ADVANCED GERMAN GRAMMAR AND COMPOSITION. Three hours each week. Credit: three hours each semester.

Translation and outside reading, with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

GERMAN 5—LESSING AND SCHILLER. Three hours each week. Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

GERMAN 6—MODERN GERMAN DRAMA. Three hours each week. Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

GERMAN 7-8—GOETHE. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4.*

GERMAN 9-10—HISTORY OF GERMAN LITERATURE. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8.*

GERMAN 11—FAUST. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

### HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, except History 7 and Political Science 20. History 5 and 6 are required for a major in this department. History 5, 6, 8, 9 and Political Science 22, 23, 24, and 26 are open to juniors and seniors; all other courses are open to freshmen and sophomores.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious

education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

## HISTORY

**HISTORY 1-2—ANCIENT AND MEDIEVAL HISTORY.** Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece, and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political, and cultural developments.

*Offered 1934-1935, and alternate years.*

**HISTORY 3-4—MODERN AND CONTEMPORARY EUROPEAN HISTORY.** Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War, and attempts to bring about international organization.

*Offered 1935-1936, and alternate years.*

HISTORY 5-6—AMERICAN HISTORY. Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

HISTORY 7—LEADERSHIP IN THE AMERICAN REPUBLIC. Three hours each week. Credit: three hours first semester.

In this course a survey is made of the lives of a selected list of eminent Americans. One of the main objects of the course is to trace the part played by these leaders in the origin and development of the American Republic.

*Offered 1935, and alternate years.*

HISTORY 8—THE AMERICAN FOREIGN POLICY. Three hours each week. Credit: three hours second semester. (Formerly History 7.)

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics, and Latin-American relations.

Open to juniors and seniors.

HISTORY 9—ENGLISH CONSTITUTIONAL HISTORY. Three hours each week. Credit: three hours first semester. (Formerly History 12.)

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law.

Open to juniors and seniors.

## POLITICAL SCIENCE

POLITICAL SCIENCE 20—PROBLEMS OF CITIZENSHIP. Three hours each week. Credit: three hours second semester.

This course makes a general survey of numerous problems which the active citizen of the United States ought to understand. It includes a brief study of the political organization in the United States and the privilege and obligations which it assigns to the individual. A study is also made of the outstanding social and economic problems of the present time.

*Offered 1935, and alternate years.*

POLITICAL SCIENCE 21—PRINCIPLES OF POLITICAL SCIENCE. Three hours each week. Credit: three hours first semester. (Formerly History 11.)

This course is designed to acquaint the student with the nature, origin, and evolution of the state, the more important political theories, and the nature and functions of government.

*Offered 1934, and alternate years.*

POLITICAL SCIENCE 22—GOVERNMENTS OF EUROPE. Three hours each week. Credit: three hours second semester. (Formerly History 8.)

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy, and the new states of Central Europe.

Prerequisite: *History 3-4.*

*Offered 1935, and alternate years.*

POLITICAL SCIENCE 23-24—AMERICAN GOVERNMENT. Three hours each week. Credit: three hours each semester. (Formerly History 9-10.)

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County, and Township governments are studied.

Prerequisite: *History 5-6.*

*Offered 1933-1934, and alternate years.*

POLITICAL SCIENCE 26—INTERNATIONAL ORGANIZATION. Three hours each week. Credit: three hours second semester. (Formerly History 14.)

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are: the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, and the League of Nations.

*Offered 1934, and alternate years.*

EDUCATION 27—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL HISTORY. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions, and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

*Offered 1935, and alternate years.*

### HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching in our public schools. Courses in related sciences are required as a background for the more technical courses in the department. It is the purpose to prepare students who major in Home Economics for teaching, community work, or executive work as matron or dietitian in public or private institutions.

A major in Home Economics shall consist of twenty-four credit hours, selected from courses outlined below. A student pursuing this major must also take



*Chemistry 7, Chemistry 14, Biology 9, Biology 10, and Household Physics.*

Students planning to teach Home Economics must take all the courses outlined in this department and in addition must take the following: *Chemistry 7, Chemistry 14, Biology 9, Biology 10, Household Physics, and Education 11, 39, 40, and 50, Psychology 6, and Psychology 2.*

Thirty hours credit in Home Economics is the maximum amount that will be allowed on the degree of Bachelor of Science.

HOME ECONOMICS 1—PRINCIPLES OF FINE AND INDUSTRIAL ARTS. One lecture and six hours of laboratory work each week. Credit: three hours first semester.

This course deals with the principles of drawing in water colors, charcoal, crayon, ink, and pencil. Cut-paper work, poster making, and clay modeling are also studied. For those who are preparing to teach, the methods used in the secondary schools are presented.

HOME ECONOMICS 2—CLOTHING AND TEXTILES I. One lecture and six hours of laboratory work each week. Credit: three hours second semester.

This course deals with the history and development of the textile industry. It includes a study of the production and manufacture of cotton and linen fabrics. Instruction will be given in darning, patching, and the making of cotton and linen garments.

HOME ECONOMICS 3—CLOTHING AND TEXTILES II. One lecture, six hours of laboratory work each week. Credit: three hours first semester.

This is a continuation of the work taken up in Home Economics 2. More difficult patterns are used and silk and woolen materials are included. The making over of garments and the relationship of shopping to income are also studied.

Prerequisite: *Home Economics 2.*

HOME ECONOMICS 4—FOOD AND COOKERY. One lecture, six hours of laboratory work each week. Credit: three hours second semester.

This course includes the study of the source, manufacture, and preparation of foods. Balanced menus are planned and served.

HOME ECONOMICS 5—FOOD AND COOKERY. One lecture and six hours of laboratory work. Credit: three hours first semester.

This course is a continuation of the work in Home Economics 4. The problem of preparing nutritious food at a moderate cost for the average American family of five is studied. Attention is given to the service suited to the daily needs of the family as well as service for more formal occasions.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 12, Physiology.*

HOME ECONOMICS 6—CLOTHING AND COSTUME DESIGNING III. One lecture, six hours of laboratory, each week. Credit: three hours second semester.

The work in this course is a continuation of that taken up in Home Economics 3. The history of costumes, the problem of the clothing budget, the relation of the consumer to factory organization and methods are studied. Millinery, tailored garments, and evening gowns are included in the work of this course.

Prerequisite: *Home Economics 2 and 3.*

HOME ECONOMICS 7—NUTRITION I. Three hours each week. Credit: three hours first semester.

A study of the quantitative requirements of carbohydrates, proteins, minerals, and vitamins in the food of children and of adults. The sources from which the proper proportions of these materials may be obtained and physiological processes involved in the digestion, absorption, assimilation, and utilization of the foods will be studied.

HOME ECONOMICS 8—NUTRITION II. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

By using the most recent knowledge of nutrition, an adequate diet for different members of the family will be constructed. Satisfactory adjustments possible at different cost levels will be presented. The proper food for school children and the proper feeding of people suffering from various diseases will be included in this study.

HOME ECONOMICS 10—HOUSEHOLD MANAGEMENT.  
Credit: two hours second semester.

In this course the students undertake to make a practical application of the principles learned in the department of home economics. They manage an experimental home, in which they plan the menus on the basis of a definite monthly income. They learn to put home management on a business basis and to study costs in relation to qualities of foods and other materials. They are also trained for the management of houses and for the supervision of school cafeterias, etc.

HOME ECONOMICS 12—HOME NURSING, CHILD CARE  
AND TRAINING. Two hours each week. Credit: two  
hours second semester.

Care of the sick in the home is studied; also the care, health, and behavior of the child.

HOME ECONOMICS 13—INTERIOR DECORATION AND  
HOUSE PLANNING. One-hour lecture and six hours  
laboratory each week. Credit: three hours first se-  
mester.

This course consists of a study of the house, its history showing its evolution, the arrangement and modern conveniences, the furnishing and interior decoration of a house used for a home or for other purposes.

EDUCATION 39-40—METHODS AND PRACTICE TEACHING.  
Credit: three hours each semester.

The methods and textbooks used in high schools are studied and opportunities for practice teaching are provided in the Guilford High School under the supervision of the professor of home economics at the College.

### MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, 5, and 6 in the first year; *Mathematics 7* and 8 in the second year; *Mathematics 9* and 10 in the third year, and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics, and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry, Biology, Geology, or Economics may also be chosen as related subjects.

Students who wish to teach must take three years work in Education.

**MATHEMATICS 1-2—COLLEGE ALGEBRA.** Three hours each week. Credit: three hours each semester.

This course makes a study of the ground work of elementary algebra, quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Open to freshmen. Required of all freshmen majoring in Mathematics.

**MATHEMATICS 3-4—MATHEMATICAL ANALYSIS.** Three hours each week. Credit: three hours each semester.

This course makes a study of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions.

Open to freshmen.

**MATHEMATICS 5—TRIGONOMETRY.** Three hours each week. Credit: three hours first semester.

This course makes a study of the derivation of formulæ with their applications; trigonometric equations; solution of the right and oblique triangles; problems involving practical applications.

Required of all students majoring in Mathematics.

MATHEMATICS 6—SOLID GEOMETRY. Three hours each week. Credit: three hours second semester.

Required of all students majoring in Mathematics.

MATHEMATICS 7—PLANE ANALYTIC GEOMETRY. Three hours each week. Credit: three hours first semester.

This course makes a study of the theory of Cartesian and Polar coordinates, the straight line, the conic sections, and the general equation of the second degree.

Prerequisite: *Math. 5-6.*

MATHEMATICS 8—DIFFERENTIAL CALCULUS. Three hours each week. Credit: three hours second semester.

This course makes a study of variables and functions; limits; differentiation; geometrical and physical applications of the derivative; maxima and minima; differentials; rates; curvature; indeterminate forms; partial differentiation.

Prerequisite: *Math. 7.*

MATHEMATICS 9—SOLID ANALYTICAL GEOMETRY. Three hours each week. Credit: three hours first semester.

This course makes a study of surface tracing and locus problems in space; direction cosines; the plane; the straight line; quadratic surfaces; space curves.

Prerequisite: *Math. 7-8.*

MATHEMATICS 10—INTEGRAL CALCULUS. Three hours each week. Credit: three hours second semester.

This course makes a study of integration as the inverse of differentiation; the definite integral; reduction of integrals to standard forms; integration as a process of summation, areas, lengths of curves, volumes, physical applications, successive and partial integration with applications to geometry and physics.

Prerequisite: *Math. 8.*

MATHEMATICS 11-12—DIFFERENTIAL EQUATIONS. Three hours each week. Credit: three hours each semester.

This course makes a study of ordinary and partial differential equations, with their application to geometrical, physical, and mechanical problems.

Prerequisite: *Math. 9-10.*

EDUCATION 31—TEACHING OF MATHEMATICS. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools.*

*Offered 1934-1935, and alternate years.*

### MUSIC EDUCATION

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

*Degree:* It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its esthetic value, with a thorough background of cultural subjects. It is with this aim in view that the College offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music, and must give a successful recital before graduation.

Students wishing to secure an "A grade" certificate for teaching public-school music must have a credit of



45 semester hours in music. The following distribution of the work is recommended: The student should elect 8 hours of instrumental music, 7 hours of voice, 5 hours in a study of the instruments used in the orchestra, 16 hours in theoretical courses, and 9 hours in the general courses.

*Diploma:* A special diploma in applied music is awarded to those who have completed satisfactorily the curriculum outlined in voice, piano, violin, or violoncello. The applicant for the diploma must have shown sufficient proficiency in the special work chosen to secure the recommendation of the instructor. The exact time required cannot be stated in school years.

*Entrance Examinations:* Students with any degree of proficiency in music may enter the applied music courses, but only those who develop sufficiently and show ability are considered for a diploma or graduation with a major in public-school music, piano, voice, or violin. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

*Credit:* A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of *related subjects*. These may be chosen from the departments of English or foreign language, philosophy or religion, or, by special permission, from some other department.

*Music Organizations*, including Choral Society. A Cappella Choir, and Music Clubs, are described under *Student Organizations*, on page 88.

#### GENERAL COURSES

MUSIC 34—APPRECIATION OF MUSIC. Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice, and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

MUSIC 43-44—HISTORY OF MUSIC. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England, and America.

EDUCATION 47—SUPERVISION OF PUBLIC SCHOOL MUSIC. Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

MUSIC 48—HIGH SCHOOL MUSIC PROBLEMS. Two hours each week. Credit: two hours second semester.

This course is a continuation of Education 47, and includes all phases of high school music—organization of glee clubs and choruses, voice testing, assignment of parts, balance of parts with selections suitable for various types of high school programs; organization of orchestras and bands, with selections suitable for each.

Prerequisite: Only music majors who have covered all major requirements are eligible for courses 47 and 48.

## THEORETICAL COURSES

MUSIC 131—THEORY OF MUSIC. Two hours each week.  
Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc.

Open to all students.

MUSIC 133—EAR TRAINING. Two hours each week.  
Credit: two hours first semester.

This course includes training of the ear in rhythm, melody, and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131*.

MUSIC 134—SIGHT SINGING. Two hours each week.  
Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

MUSIC 143-144—HARMONY I AND II. Two hours each week. Credit: two hours each semester.

The work in this course consists of a study of the rudiments of music; its terminology, scales, intervals, chords, etc., as preparation for the study of harmony. Explanation of transposed instruments and various musical forms is given. Training is given in the four-part writing of triads of major and minor keys; in the choice of chords; in the harmonization of melodies and basses; and in original keyboard work.

Open to advanced students in music.

MUSIC 145-146—HARMONY III AND IV. Two hours each week. Credit: two hours each semester.

This work follows Harmony II and includes simple modulations and more difficult harmonizations.

MUSIC 147-148—KEYBOARD HARMONY. Two hours each week. Credit: two hours each semester.

All work is performed at the keyboard, applying the work that has been done in Harmony I, II, III, and IV to the keyboard.

MUSIC 167-168—COMPOSITION AND ANALYSIS. Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpoint, and a brief analysis of larger forms.

Prerequisite: *Harmony I, II, III, and IV.*

MUSIC 170-171—COUNTERPOINT, I, II, AND III. Two hours each week. Credit: two hours each semester.

Melodic progressions, clefs, two, three, and four-part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 146 and 168.*

#### APPLIED MUSIC COURSES

*Diploma:* The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.

2. A satisfactory performance in recital in the major study.

3. Two years of minor study in Voice, Piano, or Violin.

4. Ear training—3 hours.

5. Theory of Music—3 hours.

6. Harmony—12 hours.

7. Music History—6 hours.

8. Three hours of regular classroom work each semester.

9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution.

10. Physical training during entire period spent at college.

It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

PIANO. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands, and arms so necessary for artistic results. At the same time the musical and æsthetic development of the student receives the most careful attention.

The following compositions will be studied:

#### FIRST YEAR.

Czerny, Op. 299, Bk. I; Heller, Op. 47; Bach, Little Preludes; a few of Bach's two-part inventions and compositions, corresponding in difficulty to Haydn's Sonata No. 11; Mozart's Sonata C Major No. 3; Schubert, Impromptu Op. 142, No. 2, etc.

#### SECOND YEAR.

Bach, Three-Part Inventions; two preludes and fugues from Well-Tempered Clavichord; Beethoven, Movements from sonatas Op. 2, No. 1; Op. 14, Nos. 1 and 2, etc.; Mendelssohn, Songs Without Words, "Spring Song," "Hunting Song," etc.; Liszt, "Liebes-

traum"; Schubert, Impromptu in B Flat; Chopin, Polonaise C sharp minor, etc.; Schumann, Nocturne F major. Also selections of modern composers.

### THIRD YEAR.

Bach, Chromatic Fantasia and Fugue, toccatas, etc.; Beethoven, later sonatas and a concerto; Brahms, Rhapsodie B minor, etc., and other advanced works.

### FOURTH YEAR.

Graduation piano recital, including Chopin, Ballades, Polonaises, etudes, etc.; Liszt, Sonata G minor, concerto; Schumann, Carneval, Concerto; MacDowell; Rubenstein; Debussy; Rachmaninoff, etc.

### *Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester.

VOICE. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term "interpretation," together with thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.



The following compositions will be studied:

FIRST YEAR.

Student should be able to sing on pitch and with correct phrasing and musical intelligence standard songs in good English. Sing simple songs at sight. Some knowledge of piano is recommended.

SECOND YEAR.

Principles of breath control, enunciation, pronunciation, and the essentials of interpretation are taught. Standard songs as well as a knowledge of opera and oratorio arias are taught.

THIRD YEAR.

More difficult arias and recitatives are taught in English and foreign languages. Student must give a creditable voice recital.

FOURTH YEAR.

Repertoire should consist of two operatic arias, two oratorio arias, ten classic and ten modern songs. The ability to play accompaniment of average difficulty is recommended.

MUSIC 219-220—CLASS LESSONS IN VOICE. One hour each week. Credit: one hour each semester.

A study of the fundamentals of breathing, using the diaphragm and all muscles which have to do with singing. Vocal exercises are used to produce freedom in training the voice. The primary purpose is to teach the student how to use the voice with the least tension possible.

*Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Class lessons, \$10.00 each semester.

Piano for practice, five hours each week, \$5.00 each semester; ten hours each week, \$8.00 each semester.

**VIOLIN.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The following compositions will be studied:

**FIRST YEAR.**

The student must have an elementary knowledge of the piano.

Requirements for study: Kreutzer Etudes, Nos. 1 to 32, and works of similar difficulty.

**SECOND YEAR.**

Bach sonatas and work of similar difficulty.

**THIRD YEAR.**

Scales, Arpeggii, bowing and phrasing, perform works of difficulty of Mendelssohn E minor concerto, etc.

**FOURTH YEAR.**

Experience in orchestra ensemble. Ability to play the viola in ensembles. Develop ability for sight reading in violin and simple piano accompaniments.

*Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

**VIOLONCELLO.** One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

The requirements for the Violoncello correspond to those for the violin.

*Fees*

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

**ORCHESTRAL INSTRUMENTS.** Three hours per week. Credit: two hours each semester.

The student is required to gain some knowledge of all the principal instruments used in the orchestra. Every person taking the course must specialize on one instrument and play in the College orchestra. A small fee is charged for the use of the instruments.

**MUSIC 229-230—CHOIR TRAINING.** Five hours per week. Credit: two hours each semester. This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Cappella Choir. (See p. 89 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the State. This course is especially adapted to choir directors, in church, and in schools. Credit may be obtained by attending the regular classes throughout the year.

## PHILOSOPHY

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demands for leaders who have psychological training, and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship between the various courses he is taking in his liberal arts training.

Students who wish to major in this department must elect a minimum of twenty-four hours of work from the courses listed below in psychology and philosophy.

## PSYCHOLOGY

**PSYCHOLOGY 1—GENERAL PSYCHOLOGY.** Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all candidates for a degree.

**PSYCHOLOGY 2—CHILD PSYCHOLOGY.** Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

PSYCHOLOGY 6—EDUCATIONAL PSYCHOLOGY. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

PSYCHOLOGY 7—PERSONNEL PSYCHOLOGY. Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry, and social work. It discusses methods for vocational guidance, vocational selection, and personnel work.

*Offered 1935, and alternate years.*

PSYCHOLOGY 8—ABNORMAL PSYCHOLOGY. Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

*Offered 1935-1936, and alternate years.*

PSYCHOLOGY 9—PSYCHOLOGY OF PERSONALITY. Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and réeducation.

## PHILOSOPHY

PHILOSOPHY 10—ESTHETICS; APPRECIATION OF ART. Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of æsthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

PHILOSOPHY 11—INTRODUCTION TO PHILOSOPHY. Three hours each week. Credit: three hours first semester.

This course considers the general questions with which philosophy is concerned and the different types of solution which the human mind has given them.

PHILOSOPHY 12—THE MODERN MIND. Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present-day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

PHILOSOPHY 14—PHILOSOPHY OF RELIGION. Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

PHILOSOPHY 103-104—A SURVEY OF RELIGIOUS AND PHILOSOPHICAL THOUGHT. Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

### PHYSICAL EDUCATION

The work in the department of health and physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

#### HEALTH AND PHYSICAL EDUCATION FOR MEN

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all



times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of three divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, and tennis.

(b) The intramural program, which is made up of the following activities: touch football, basketball, baseball, soccer, track, tennis, boxing, wrestling, tumbling, volley-ball, and speedball.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields.

Each student is given a thorough physical examination, from the findings of which the student is placed in those activities which are in keeping with his physical condition. Through subsequent periodic examinations and follow-up procedure the student is kept informed as to his physical condition.

PHYSICAL EDUCATION 1-2—HYGIENE AND ACTIVITIES IN PHYSICAL EDUCATION. Three times each week. Credit: one hour each semester.

Required of all freshmen.

PHYSICAL EDUCATION 3-4—ACTIVITIES IN PHYSICAL EDUCATION. Three times each week. Credit: one hour each semester.

Required of all sophomores.

PHYSICAL EDUCATION 5-6—SPORTS AND THE CHARACTER-BUILDING ASPECTS OF ATHLETICS. Three times each week. Credit: one hour each semester.

Required of juniors.

PHYSICAL EDUCATION 7-8—SPORTS AND PROGRAMS OF ATHLETICS AND RECREATION. Three times each week. Credit: one hour each semester.

PHYSICAL EDUCATION 9-10—INDIVIDUAL ACTIVITIES. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

#### PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

*Costume.*—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

*Women's Athletic Association.*—See *Student Organizations*, page 92.

PHYSICAL EDUCATION 21-22—HYGIENE. One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

PHYSICAL EDUCATION 23-24—INDIVIDUAL HEALTH GYMNASTICS AND CORRECTIVE EXERCISES. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

PHYSICAL EDUCATION 25-26—GENERAL. Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley-ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-24.

PHYSICAL EDUCATION 27-28—GENERAL. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and æsthetic gymnastics. Required of sophomores not in Physical Education 23-24.

PHYSICAL EDUCATION 29-30—GENERAL. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of juniors not in Physical Education 23-24.

PHYSICAL EDUCATION 31-32—GENERAL. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and æsthetic gymnastics. Required of seniors not in Physical Education 23-24.

## PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research, and for practical work in the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry, and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it through their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

**PHYSICS 1-2—GENERAL PHYSICS.** Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

**PHYSICS 3-4—ELEMENTS OF ELECTRICITY.** Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent.

*Offered 1933-1934, and alternate years.*

PHYSICS 5-6—ELEMENTARY ELECTRON THEORY. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radioactivity, photoelectricity, X-rays, thermionic emission, and modern theories of atomic structure.

PHYSICS 7 — ELEMENTARY MECHANICS. Three hours each week. Credit: three hours first semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

*Offered 1934-1935, and alternate years.*

PHYSICS 8—LIGHT. Lectures and laboratory work each week. Credit: three hours second semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction, and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

*Offered 1934-1935, and alternate years.*

PHYSICS 9—PHYSICS SEMINAR. Credit to be determined by amount and type of work done.

Intended only for those students majoring in Physics.

PHYSICS 15—HOUSEHOLD PHYSICS. Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

PHYSICS 17—LABORATORY EXERCISES FOR HOUSEHOLD PHYSICS. Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

EDUCATION 35—MATERIALS AND METHODS OF TEACHING HIGH SCHOOL PHYSICS. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach physics in high schools. It will take up a discussion of the aims, functions, and objectives of science in secondary schools and the part that can be played by physics in obtaining these objectives. Related material will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

## RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3*, *Religion 4*, *Religion 1*, and *Religion 2*. Students who are taking such a major should choose as related subjects English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.



RELIGION 1 — HEBREW HISTORY. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

RELIGION 2 — JEWISH HISTORY. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic, and poetic writings of the various periods.

RELIGION 3 — BEGINNINGS OF CHRISTIANITY. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the Gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of His person.

RELIGION 4 — THE APOSTOLIC CHURCH. Three hours each week. Credit: Three hours second semester.

On the historical and religious background of the first century, this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces, and the Christian literature of the period.

RELIGION 5 — HISTORY OF THE CHRISTIAN CHURCH. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and Protestant reform.

RELIGION 6 — HISTORY OF THE FRIENDS. Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

RELIGION 7—THE CHURCH: WORSHIP AND MINISTRY. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

RELIGION 8—THE CHURCH: ORGANIZATION AND WORK. Three hours each week. Credit: three hours second semester.

A comparative study of church organization, with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of fields and departments of work in the local meeting and in national and international service.

RELIGION 9—PRINCIPLES AND METHODS OF TEACHING RELIGION. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

RELIGION 10—ORGANIZATION OF THE CHURCH SCHOOL. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the graduation and management of pupils, and the training and supervision of teachers.

PHILOSOPHY 103-104—A SURVEY OF RELIGIOUS PHILOSOPHICAL THOUGHT. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Philosophy.)

## ROMANCE LANGUAGES

## FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take *Spanish 3-4* or *German 3-4*. History or English is recommended as a related subject.

Students who are expecting to teach in the public high schools must elect 21 hours of work in education, three of which must be in Methods and Materials of Teaching French, and three in practice teaching.

**FRENCH 1-2—ELEMENTARY COURSE.** Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

**FRENCH 3-4—INTERMEDIATE COURSE.** Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

**FRENCH 5-6—SURVEY OF FRENCH LITERATURE.** Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

*Offered 1934-1935, and alternate years.*

**FRENCH 7—SEVENTEENTH CENTURY LITERATURE.** Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

*Offered 1933-1934, and alternate years.*

FRENCH 8—EIGHTEENTH CENTURY LITERATURE. Three hours each week. Credit: three hours second semester. (Formerly French 10.)

Prerequisite: *French 3-4.*

*Offered 1933-1934, and alternate years.*

FRENCH 12—NINETEENTH CENTURY LITERATURE. Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4.*

*Offered 1933-1934, and alternate years.*

FRENCH 13—FRENCH CONVERSATION. Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4.*

*Offered 1933-1934, and alternate years.*

FRENCH 15-16—ADVANCED COURSE. Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4, and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4 or equivalent.*

*Offered 1934-1935, and alternate years.*

EDUCATION 33—METHODS AND MATERIALS OF TEACHING MODERN LANGUAGES. Two hours each week. Credit: three hours first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include, also, a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

## SPANISH

SPANISH 1-2—ELEMENTARY COURSE. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

SPANISH 3-4—INTERMEDIATE COURSE. Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

## SOCIOLOGY

SOCIOLOGY 2 — A SURVEY COURSE OF THE SOCIAL SCIENCES. Required of all sophomores. Three hours each week. Credit: three hours second semester.

This course is planned as a survey of the basic problems of social development and personality adjustment to society. It considers the more important economic, industrial, educational, and political responsibilities of our day. Special attention is given to the family as an important unit of society.

SOCIOLOGY 4—PRINCIPLES OF SOCIOLOGY. Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors. May be used as a major credit by students choosing Economics as their field of specialization.

## STUDENT ORGANIZATIONS

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### THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the College which is especially useful to new students.

Around the Y. M. C. A. and Y. W. C. A. the religious life of the College centers and from them radiates a Christian influence which penetrates every phase of college activity.

### MUSIC ORGANIZATIONS

#### GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The Choral Society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the col-



lege community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual Commencement in June.

#### FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

#### A CAPPELLA CHOIR

This choir is made up of the best voices of the College, which, as the name suggests, sings without accompaniment. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This is the first appearance of an organization of this kind in connection with a southern institution. It introduces a new feature into the College and the musical life of the South. Since its inception by Mr. Noah, the choir has made remarkable progress. It is

now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

In the many appearances which the choir has made there has been enthusiastic comments on the quality of tone, the harmony, and more especially on the emotional values, the sense of æsthetic values in the spiritual realm, which the members of the choir have been trained to experience and to communicate to others. The choir offers unusual opportunities to college students interested in music, for it not only gives them an excellent training in the finest type of music, the sacred song, but it also provides a splendid fellowship and opportunities to carry a real message to the people of our country.

#### THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members. It was organized in 1921 to take charge of the presentation of two plays given annually by the students of the College. Through its efforts a property room has been secured in Memorial Hall in which is stored the permanent equipment of the Council.

#### THE DEBATING COUNCIL

The Debating Council is composed of the faculty committee on debates and five students, one elected by the student body and one by each of the four classes. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

### THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college biweekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the board. The board is provided with office room in Memorial Hall.

### ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the College and to assist in the work in the department of physical education.

#### THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men.

*The Athletic Council* is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

*The Alumni Committee on Athletics* is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

### IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

### WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

### STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus

and four members of the faculty appointed by the President, have the general oversight of the student activities of the College. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

### GROUP I

(Each activity is rated as one point)

Minor staff member of the *Quaker*; minor staff member of the *Guilfordian*; member of either Student Council; college marshal; cabinet member of Y.M.C.A. or Y.W.C.A.; member of Student Affairs Board; chairman of Debating Council; member of either Athletic Council; president of Christian Endeavor; member of Social Committee.

### GROUP II

(Each activity is rated as two points)

Assistant business manager of the *Guilfordian*; associate editor of the *Guilfordian*; circulation manager of the *Guilfordian*; president of either Athletic Council; assistant manager of football or baseball, manager of track; actor in a play; varsity squad of track or tennis; member of the choir; chairman of Social Committee; secretary of Student Affairs Board; member of Dramatic Council; member of debating team.

### GROUP III

(Each activity is rated as three points)

Photographic manager of the *Quaker*; president of either Y.M.C.A. or Y.W.C.A.; president of Men's Student Council; president of Student Affairs Board;

chairman of program committee of Y.M.C.A. or Y.W.C.A.; manager of men's baseball, basketball; varsity squad of football, baseball, or basketball; business manager of choir; house president.

#### GROUP IV

(Each activity is rated as four points)

Editor-in-chief, business manager, or managing editor of the *Quaker*; editor-in-chief, business manager, or managing editor of the *Guilfordian*; president of Women's Student Council.

#### LIMITATION OF ACTIVITIES

The number of activity points which a student may carry is governed by his quality average and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.0	13
2.5	11
2.0	9
1.5	7
1.0	5

A student passing nine hours work, yet not having a quality average of 1.0 may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student



has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "F" cannot have his grade changed before the end of the quarter. A student who has been given the grade "Incomplete" will be readmitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.

### **THE ALUMNI ASSOCIATION**

The Alumni Association has the following officers:

President, William W. Blair, Greensboro, N. C.;  
vice president, Nereus C. English, Thomasville, N. C.;  
secretary and treasurer, Katharine C. Ricks, Guilford

College, N. C.; registrar, N. Era Lasley, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

### PUBLICATIONS

*The Guilford College Bulletin* is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to anyone on request.

*The Guilfordian* is published biweekly by a board of editors chosen from the student body. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

*The Quaker* is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems, and sketches of the various student activities of the College.

## SCHOLARSHIPS AND HONORS

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### SCHOLARSHIPS

*Haverford College* offers annually a few scholarships of \$600 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

*Marvin Hardin Scholarship.* The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the senior year, provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

*William F. Overman Scholarship.* William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship*, and whose quality average is 2.00 or more in all work taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in improving some department of student activities; who has helped most in maintaining a fine co-operation between faculty and students; who has done

most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

### HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

### HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll shall not be required to attend classes or be held for daily preparation, but shall be required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters shall be exempted from their final semester examinations.

The names of those on the honor roll shall be published at the end of each semester in the following papers: *Guilfordian*, Greensboro papers, and home papers, and a letter shall be sent to the parents.

Once each year there shall be a special service, preferably chapel, when recognition shall be given to these students.

# **RECIPIENTS OF SCHOLARSHIPS AND HONORS**

Haverford Scholarships.....	James Matthew Bridger
	David Henry Parsons, Jr.
Wm. F. Overman Scholarship.....	Rose Elizabeth Askew
Marvin Hardin Scholarship.....	Priscilla Henryanna White
Honors.....	Mary Gray Richardson
High Honors.....	David Henry Parsons, Jr.

## **HONOR ROLL**

**1933-1934**

### **FIRST SEMESTER**

#### *Seniors*

Esther Lee Cox	Margaret Hanner Pegram
Leroy Miller, Jr.	Clara Belle Welch

#### *Juniors*

Lois Henderson Davis	George Addison Silver, 3d
William Benbow Edgerton	Priscilla Henryanna White

#### *Sophomores*

Frances Eleanore Alexander	Mary Carlton Bryant
Edgar Paul Hubert	Meibohm

### **SECOND SEMESTER**

#### *Seniors*

Warren Benjamin Bezanson	George Addison Silver, 3d
Esther Lee Cox	Samra Smith
Rufus Carson Cox	Clara Belle Welch
William Benbow Edgerton	Frank Erwin Werner
	Priscilla Henryanna White

#### *Juniors*

Felsie Kathleen Riddle

*Sophomores*

Frances Eleanore Alexander	Mary Carlton Bryant
Anna Naomi Binford	Edgar Paul Hubert Meibohm

*Freshmen*

John C. Bradshaw, Jr.	Jesse Roberts Poole
Milo Vivian Gibbons	Jasper Gibbs Seabolt, Jr.
J. Addison Hill	Robert Van Auken
Naomi Estelle Hollis	Claude Kendrick Vestal
Mary Elinor Webster	



## DEGREES

1932-1933

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The following degrees were conferred on Commencement Day, June 5, 1933 :

### *Bachelor of Arts*

Frank Pope Allen	Mary Helen Johnson
Samuel Bass	Yrjö Karlsson
Ann Marie Beachum	James Marvin Lindley
Earl Hall Brendall	Melvin Henry Lynn
Jewell Mock Conrad	Ruth Mildred Marshburn
Mildred Eleanor Conrad	Walter Theodore Nau
Sarah Augusta Davis	David Henry Parsons, Jr.
George Prall Greene	Mary Gray Richardson
George Coble Hardin	Esther Flora Roach
H. Elvin Haworth	Ava Margaret Roberts
Albert William Hire	Ethel Maria Swaim
Lillian A. Holder	Catherine Henley Turner
Harvey Edward Hyatt	Harry Alvah Wellons
Robert B. Jamieson	Annie Evelyn Wiley

### *Bachelor of Science*

Charles Fletcher Allen	Mary Edith Cooke
James Matthew Bridger	Junius K. Farlowe
Mary Adeline Cannon	Carl White Jones
Errett D. Patterson	

The following degrees were conferred August 12, 1933 :

Ethel Lemae Boles, A.B.	Harvey Roseland Newlin, B.S.
Sarah Rhuvator English, B.S.	Wendell Newlin, A.B.
Robert Fuller Mears, B.S.	Morgan Burgess Raiford, B.S.
Charles Fremont Milner, A.B.	Ivan Hammer Thompson, A.B.
William Waldo Woody, A.B.	

## EXPENSES

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We want the best things possible for our young people—the things that will produce culture, peace, abiding satisfaction. Physical environment has something to do with producing these character qualities. Under the present social order, these material things require the expenditure of some money. We must not try to live too cheaply. The production of fine personalities requires the outlay of a great deal of intellectual and spiritual energy. This is also expensive. Guilford College by tradition and by purpose undertakes to produce these desirable things at a cost that will make them available to as nearly every worthy young man and young woman as possible. We must have the means for securing the materials and the human energy in order to provide the things required to prepare our young people for the tasks that lie ahead. The cost of what the College provides is between \$300.00 and \$400.00 per student over and above the charge for board, room, and laundry. The student is asked to pay only \$153.00 of this \$300.00 to \$400.00 expense. The charge for board, room, and laundry is approximately the cost of those services. In considering the expenses listed below, we hope our friends will look at them in the light of the above statements.

*In giving the expenses below, we use the term ESTIMATED.* That refers to the charge made for board. Those who live in Mary Hobbs Hall where the girls do their own work are requested to pay the first of each month the estimated cost of the food for the month. For students who take their meals at Founders Hall, \$160 per student is set aside for the boarding depart-

ment. It is our custom to spend this amount in providing meals for the students. During the coming year, however, we are facing the possibility of a considerable increase in the cost of foods. We are reserving the right, therefore, to increase the charge \$10 to \$20 if we find it is necessary in order to provide satisfactory food.

*For board, room rent, laundry, tuition, registration, library, laboratory, and lecture fees for the academic year of thirty-six weeks.*

For men in Archdale Hall (estimated).....	\$403.00
For men in Cox Hall (estimated).....	403.00
For women in Founders Hall (estimated).....	403.00
For women in New Garden Hall (not including laundry), estimated .....	300.00
For day students (board, room rent, and laundry not included).....	153.00

In addition to the above charges every student is charged a *Student Activities Fee* of \$13, and a *Deposit Fee* of \$5.

*The Student Activities Fee* is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Association for men and women, the College Annual, the College Newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Debating Council, and the Student Affairs Board.

A *Deposit and Medical Fee* of \$5 is required of each student, against which unnecessary damages to college property are charged. If the person doing the damage

is known, the charge is made against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible amongst the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee stands to the credit of the student paying it.

*Health Service.* The administration undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order. A physical and medical examination is made of each student at the beginning of the year and medical advice is provided from time to time. The cost of this service is charged against the *Deposit and Medical Fee*. If, however, the special medical services of a physician or a nurse are required, the student receiving these services must pay the expense. A trained nurse is in charge of health service.

All women students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse.

*Reduction in Charges.* When two or more students come from one family a 5 per cent discount is allowed on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 105. No discount is allowed if there is any modification of this schedule for payment.

*Special Fees*

Graduation and Academic Costume Fee.....	\$ 12.00
Late Registration Fee .....	2.00
Extra credit hours (more than 18) per hour.....	4.00
Deposit and Medical Fee.....	5.00
Breakage Fee for Laboratory Courses.....	5.00

*Fees in Music*

Class lessons in Voice.....	\$ 20.00
Piano, two lessons per week.....	75.00
Piano, one lesson per week.....	45.00
Voice, two lessons per week.....	75.00
Voice, one lesson per week.....	45.00
Use of piano for practice five hours per week.....	10.00
Use of piano for practice ten hours per week.....	16.00
Violin or violoncello, two lessons per week.....	75.00
Violin or violoncello, one lesson per week.....	45.00
Music students taking one academic subject.....	100.00
Music students taking two academic subjects.....	145.00

*Fees in Expression*

Expression, one private lesson per week.....	\$ 40.00
Registration fee for students taking music or ex- pression only .....	15.00

*Fees in Commercial Courses*

Typewriting (each semester).....	15.00
Shorthand (each semester).....	15.00
Bookkeeping (each semester) .....	8.00

## PAYMENTS

Payments are due on or before the following dates:

Thirty per cent (30%).....	September 3d to 6th, 1934
Twenty per cent (20%).....	November 5th, 1934
Thirty per cent (30%).....	January 21st, 1935
Twenty per cent (20%).....	April 1st, 1935

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the treasurer's

office on or before the date designated. In order to save expenses in the treasurer's office, bills will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date the payment is due.

During Christmas and Easter vacations no meals will be served at the College and all rooms must be vacated.

#### REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the College:

*Refunds and Reductions.* Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the College on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the College for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the College as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative, and difficult to determine.

*Registration.* Registration for the first semester must be completed before the treasurer's office closes on September 6 and for the second semester before the

treasurer's office closes on January 21. The closing hour will be posted on the door of the treasurer's office.

*Late Registration.* Students who fail to complete their registration on time will be charged a special fee of \$2.00.

*Failure to Pay.* Any student who has failed to pay his bills on the dates published in the catalogue is denied the right to attend classes until his account with the College is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the College.

Students who have not settled their accounts with the College on or before the day on which the final examinations begin forfeit their right to grades for that semester.

### ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

### MARY HOBBS HALL

Girls are admitted to Mary Hobbs Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of



Mary Hobbs Hall the actual cost of board in advance. In this way the board will be furnished for about \$8.00 to \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

#### LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the committee on student help.

#### MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of one hundred dollars on tuition. Students who ask for this reduction on tuition must sign a note which will be canceled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

#### STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by working in the buildings and on the grounds. The administration of the College is sympathetic with students who must earn a part of their expenses, and is always glad to help students of this type in their effort to solve their financial problems. Students who must supplement their funds in this way should write to the President of the College for further information.

**CONDUCT**

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the College and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the College in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a coöperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which coöperates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the College, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the college life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the College.

The College reserves the right to request the withdrawal of any student who persistently engages in con-

duct that does not meet the approval of the administrative committees of the faculty or of the College.

Young women students who do not intend to room in the dormitories are to confer with the personnel director concerning living arrangements unless they are to live in their own homes.

### ABSENCES

All students except sophomores, juniors, and seniors who are on the honor roll are required to attend classes regularly. When a student has acquired three unexcused absences in one class during the semester, the instructor notifies the registrar and a note is sent the student stating that one more such absence will exclude him from the class and the grade *F* will be entered on his record. A student carrying less than twelve hours work may not remain at the College except by special permission of the president. Students are allowed no absences, except those excused by the deans during the week before and the week after vacation. Students who are not passing nine hours are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans through the college nurse. Other unavoidable absences, except to represent the College in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel daily.

### GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college

campus. If one wishes to be met at the station the College should be notified in order that arrangements may be made to have a car meet the train.

The College has telephone connection with all points both on the local and long-distance line.

The College post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

## SUMMER SCHOOL, 1933

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The sixteenth session of the Guilford College Summer School was conducted in 1933 from June 6 to August 7. This provided nine weeks of instruction which corresponded to one-half of a semester. Members of the faculty were as follows:

Dean Clyde A. Milner, director and teacher of philosophy and psychology; Eva G. Campbell, teacher of biology and German; Harvey A. Ljung, teacher of chemistry; F. Carlyle Shepard, education; Philip W. Furnas, English; Elwood C. Perisho, geography; A. I. Newlin, history; Elizabeth C. Bruce, education and industrial arts; James L. Fleming, French and physical education for men; J. Wilmer Pancoast, mathematics; Ernestine C. Milner, psychology, philosophy, and physical education for women.

The seventeenth session of the Summer School will open on June 5 and close August 6, 1934. Dean Clyde A. Milner will again serve as the director. A bulletin of information is being prepared and may be secured by writing to Clyde A. Milner, Guilford College, North Carolina.

## REGISTER OF STUDENTS

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### GRADUATES

Conrad, Jewell Mock.....Route 2, Winston-Salem  
Farlow, Junius Kemp, Jr.....Guilford College  
Millis, Ida Eleanore.....Guilford College  
Wall, Benjamin Reid.....Box 643, Route 2, Greensboro

### SENIOR CLASS

Alexander, Elizabeth .....Jamestown  
Askew, Rose Elizabeth.....Winterville  
Bezanson, Warren Benjamin,  
19 Fenbrook Road, West Hartford, Conn.  
Cox, Esther Lee.....Route 2, Goldsboro  
Cox, Jonathan Elwood.....Box 826, High Point  
Cox, Rufus Carson, Jr.....535 Highland Ave., Greensboro  
Edgerton, William Benbow.....904 Lakeview St., Greensboro  
Ellington, Nell Louise.....Route 3, High Point  
Hodgin, Julia Blair.....Guilford College  
Johnson, Lillian Edna.....203 South Main Street, Asheboro  
Jones, Nelson Hibbard.....Paoli Court, Pa.  
Lane, Martha Elizabeth.....Belvidere  
Otwell, Eunice Henley.....Route 2, Ahoskie  
Pegram, Margaret Hanner.....Route 1, Guilford College  
Perkins, Margaret Fell.....Lemmons, S. D.  
Purnell, Harold Andrew.....917 N. 32d Street, Camden, N. J.  
Reynolds, William Nathan.....Guilford College  
Silver, George Addison, III, 1366 Kaighn Ave., Camden, N. J.  
Smith, Samra.....Guilford College  
Taylor, Rebecca Beatrice.....Route 1, Germanton  
Teague, Millicent .....Guilford  
Tonge, William Massey, Jr.....449 Market St., Belvidere, N. J.  
Welch, Clara Belle.....151 Church St., Mount Airy  
Werner, Frank Erwin.....2822 Masonic Drive, Greensboro  
White, Martha Gray.....Guilford College  
White, Priscilla Henryanna.....Guilford College  
Williams, John Hugh.....65 West Corbin St., Concord

**JUNIOR CLASS**

Biddle, Charles Miller, III.....	Riverton, N. J.
Bivens, Rena.....	Route 3, Box 64-A, Vonore, Tenn.
Bowen, Jesse Gray, Jr.....	462 Lockland Ave., Winston-Salem
Brown, Evan Charles, 1327 Irving St., N. W.,	Washington, D. C.
Brown, Harry G.....	1222 Langham Ave., Camden, N. J.
Bryan, Estella Gladys.....	Route 2, Goldsboro
Budd, Hiram Marshall.....	Clinton Corners, N. Y.
Burgwyn, John Griffin.....	Woodland
Burton, Mildred Dee.....	Route 4, High Point
Copeland, James William.....	Woodland
Copeland, Walter Painter.....	Guilford College
Faw, Marjorie.....	902 Trogden St., North Wilkesboro
Fuquay, Ruth Love.....	Guilford College
Gilmer, Bernard Graham.....	102 N. Edgerton St., Greensboro
Gouger, James Blaine.....	Blairstown, N. J.
Griffin, Theodore E.....	Snow Camp
Higgins, Ida Maye.....	Route 1, Guilford College
Higgins, James Sylvester.....	Route 1, Guilford College
Kuykendall, Joseph Earl.....	Cruso
Lassiter, Helen Minthorn.....	Cornelia, Ga.
Lollar, Alma Pearl.....	Rutherfordton
McGee, Willie Lou.....	Mount Airy
McGinnis, Mamie Rose.....	1701 N. Lee St., Salisbury
MacKenzie, Charles A.....	822 N. 34th, St., Camden, N. J.
Marlette, Mildred Foy.....	Saxapahaw
Matthews, Leonard W.....	Stoneville
Mears, Clarence Plin.....	Dodd Road, St. Paul, Minn.
Miller, Leroy, Jr.....	Linwood
Neal, Odell Thomas.....	Route 1, Walnut Cove
Neave, William Rufus.....	Route 1, Ivor, Va.
Newlin, Orpha Mildred.....	Saxapahaw
Newman, Fred Louis.....	323 W. 28th St., Winston-Salem
Parker, George Conrad.....	George
Perkins, Rachel Sophronia.....	Route 1, Goldsboro
Pollock, Theodore.....	1318 Delaware St., Paulsboro, N. J.
Rasely, Horace Hastings.....	1333 Water St., Belvidere, N. J.
Redding, Clyde Hartgrove.....	Rural Hall
Riddle, Felsie Kathleen.....	Market Street, Graham
Shaen, Edward.....	3129 River Ave., Camden, N. J.



Sink, Von Gerhardt.....	Route 1, Lexington
Stack, Cleo Catherine.....	143 S. Poplar St., Winston-Salem
Stimson, James Horace.....	2324 Spring Garden St., Greensboro
Sturdivant, Dorothy Armstrong.....	Erwin, W. Va.
Taylor, Martha Rebecca.....	1113 Johnson St., High Point
Trivette, Herman Francis.....	Route 1, Clemmons
Turner, William Henry.....	2435 Patterson Ave., Winston-Salem
Ward, Ralph Beasley.....	182 S. Main St., Concord
Ward, Sarah Louise.....	117 W. Queen St., Edenton
Weston, Everett Len.....	Guilford College
White, Ernest Kennedy.....	225 Florence St., Greensboro
Wiley, Frances Virginia.....	Route 3, Greensboro
Wimbish, William Thomas.....	112 W. Fisher Ave., Greensboro
Wimbish, Robert Jackson.....	112 W. Fisher Ave., Greensboro
Woody, Mary Edith.....	Saxapahaw

### SOPHOMORE CLASS

Ainsley, George Aubrey.....	Route 1, Roper
Alexander, Frances Eleanor.....	17 Edward St., Bergenfield, N. J.
Allen, Gerald Lowell.....	Snow Camp
Allen, Robert Stuart.....	Snow Camp
Anderson, Robert Carey.....	1006 Guilford Ave., Greensboro
Aycock, Elbert Anthon.....	Pikeville
Becton, Mildred.....	Kinston
Binford, Anna Naomi.....	Guilford College
Bouton, Philip Irving.....	Blairstown, N. J.
Bowers, Paul James.....	Sanford
Bryant, Mary Carlton.....	Woodland
Coble, Randolph Ladd.....	Snow Camp
Cochran, Gertrude Coral.....	Kernersville
Collier, William Garvin.....	507 Hillside Drive, Greensboro
Coltrane, Mary Alma, 1327 Irving St., N. W.,	Washington, D. C.
Fulp, James Parker.....	Kernersville
Griffin, David Starr.....	Woodland
Gunn, Ralph Amos.....	606 Asheboro St., Greensboro
Hales, Lily Bet.....	Pikeville
Harrell, Wilbur Jackson.....	Guilford College
Harvey, D. Thomas.....	308 Gordon St., High Point
Hunter, Betty Erline.....	Westfield

Illman, Walter Fenwick.....	811 Olive St., Greensboro
Jinnette, Allen Jay.....	Bessemer Branch, Greensboro
Johnson, Dora Ailene.....	203 S. Main St., Asheboro
Kent, Ernest Daryl.....	Fort Fairfield, Maine
*Knight, Julian Holt.....	720 Summit Ave., Greensboro
Kyle, Henry Paschal.....	Galax, Va.
Macon, Leonard Levi.....	Climax
Meibohm, Edgar Paul.....	422 N. Cedar St., Greensboro
Montgomery, William Herbert.....	701 Fifth Ave., Greensboro
Murphy, William Kempler, 210 E. Bessemer Ave., Greensboro	
Neece, Virginia Dare.....	Climax
Osborne, Billie Katharyn.....	Marianna, Ark.
Pittendreigh, William Maynard.....	Warehouse St., Spray
Ragsdale, Emily .....	Jamestown
Schenck, Colum Kelly.....	Guilford College
Sink, Edwin McKee.....	1207 W. Market St., Greensboro
Slate, Nina Agnes.....	Route 2, King
Stilson, Helen.....	7 Euclid Ave., Providence, R. I.
Streb, Walter A.....	92 Hamilton Ave., Yonkers, N. Y.
Sykes, Marvin.....	615 Joyner St., Greensboro
Turner, Charles Pinkney.....	Guilford College
Weaver, William Bert.....	Leaksville
Weber, Mary Kathryn.....	Route 2, Reidsville
Weston, Joseph Setzer.....	Guilford College
Wilkie, Gordon Wilbert.....	Gulf
Wright, Arthur Latimer.....	35 N. 33d St., Camden, N. J.

### FRESHMAN CLASS

Adams, Elizabeth.....	Route 3, Rocky Mount
Allen, Mary Tracy.....	Ramseur
Anderson, William Crawford.....	315 Fisher Ave., Greensboro
Applewhite, James Oscar.....	608 Guilford Ave., Greensboro
Archer, Richard Hunter.....	1159 Battleground Ave., Greensboro
Barnes, Margaret Louise.....	405 E. Whittington St., Greensboro
Bates, Charlie Eugene.....	51 Vine St., Proximity, Greensboro
Baugham, Raymond Vance,	
3004 Monument Ave., Apt. 4, Richmond, Va.	
Baugham, William Jordan, Jr.....	Potocasi
Benbow, Edward Perry, Jr.....	Asheboro St. Ext., Greensboro
Blair, Charles Edward.....	Route 2, Trinity
Blanton, Albert B.....	Route 5, Shelby

Bonham, Anna Jean.....	21 W. Clinton Ave., Bergenfield, N. J.
Bowers, John Warren.....	Route 3, Sanford
Bradley, Roy W.....	614 Douglas St., Greensboro
Bradshaw, John C., Jr.....	210 4th Ave., Franklin, Va.
Buckner, Elma Mable.....	Route 2, Pittsboro
Bulla, Elizabeth Redding.....	204 Academy St., Asheboro
Cannon, Julia Wharton.....	Guilford College
Cantrell, Bruce Bernard.....	705 Percy St., Greensboro
Capella, William.....	321 Pratt St., Hammonton, N. J.
Carroll, Charles Lemuel, Jr.....	709 Percy St., Greensboro
Clegg, Jane Marshall.....	103 S. Mendenhall St., Greensboro
Clodfelter, Clell Batten.....	Route 1, Thomasville
Coltrane, Vernon Eugene.....	Route 1, Greensboro
Cox, Homer Lee.....	Linwood
Cullipher, Milton.....	Merry Hill
Davis, Daniel Vestal.....	Route 3, Mocksville
Davis, Henry Winston, Jr.....	610 Courtland St., Greensboro
Davis, Joseph Vernon, Jr.....	Route 5, Box 508, Concord
Davis, Paul Wyneda.....	2307 Rivermont, Lynchburg, Va.
Donnell, Mina Alice.....	Climax
Dorsett, Charles Cecil.....	Ramseur
Edwards, Richard Thurman.....	Jamestown
Elder, Charles Carter.....	A-6 Winburne Ct. Apt., Greensboro
Farlow, Dudley F.....	Route 1, Trinity
Ferree, I. L., Jr.....	338 Church St., Greensboro
Ferris, William Taber, Jr.....	Oliphant Ave., Dobbs Ferry, N. Y.
Fitzgerald, Annie Lee.....	Route 1, Linwood
Fitzgerald, Jack.....	Linwood
Fortune, Benjamin Fletcher.....	1000 N. Elm St., Greensboro
Fowler, Franklin H., Jr.....	61 Perry St., New York, N. Y.
Gibbons, Milo Vivian.....	64 Asbury Ave., Ocean Grove, N. J.
Gilliam, Elizabeth Hunter.....	300 Endor St., Sanford
Glisson, Millie B.....	403 Magnolia St., Goldsboro
Graves, Irma Lee.....	306 S. Aycock Drive, Greensboro
Gray, Heston W.....	1033 N. 32d St., Camden, N. J.
Gray, Lonnie Hugh.....	1104 Florida St., Greensboro
Grigg, William Edgar, Jr.....	704 S. Aspin St., Lincolnton
Hall, Dwight Marsh.....	905 Douglas St., Greensboro
Harris, Posey Talmadge.....	1109 Bellevue St., Greensboro
Harrison, Edmund, Jr.....	101 N. Park Drive, Greensboro
Hassell, Lillian.....	Jamestown
Helms, Dallas Williamson.....	Jonesboro

Henderson, E. Russell.....	Asheville
Hepler, Claude L.....	443 Tate St., Greensboro
Higgins, David Rayborn.....	Guilford College
Hill, Clarence Howell.....	Route 3, Yadkinville
Hill, J. Addison.....	Route 1, Jamestown
✱Hodgin, John Ernest, Jr.....	Guilford College
Hollis, Allan Ray.....	64 Shober St., Greensboro
Hollis, Nanoma Estelle.....	64 Shober St., Greensboro
Hollis, Virgilia Ruth.....	64 Shober St., Greensboro
Howell, Ambrose DeWitt, Jr.....	716 Spruce St., Badin
Humphreys, Mary Leona.....	Acorn, Tenn.
Hunter, Millard Stanton.....	200 S. Tremont St., Greensboro
Hutchinson, George Wesley.....	Walnut Cove
Hutton, Joseph Wilbur.....	813 Spring Garden St., Greensboro
Johnson, Frances Elizabeth.....	Route 3, Box 177, Greensboro
Kearns, David Langston.....	2125 Wright Ave., Greensboro
Lambert, Albert Reid.....	Route 3, Box 53, Greensboro
Lee, Annie Louise.....	14 Arden Road, Asheville
Lemons, Walter Franklin.....	Stoneville
Levering, Emily Virginia.....	Guilford College
Lindley, Sarah Edith.....	Route 2, Snow Camp
Lollar, James David.....	Route 1, Rutherfordton
Lovings, James W.....	8 Bogart St., Greensboro
Lowe, Helen Elliott.....	Route 1, High Point
Lucke, Betsy Dickens.....	Badin
McIver, Sara Frances.....	996 Spring Garden St., Greensboro
McManus, Edward Thomas,	
	39 Hallberg Ave., Bergenfield, N. J.
McNairy, John V.....	304 W. Fisher St., Greensboro
McNeil, Charles L.....	520 N. Mendenhall St., Greensboro
Macomber, John Austin.....	Central Village, Mass.
Marshall, Herbert Fulton.....	Walnut Cove
Mickle, Walter Alvin, Jr.....	Pfafftown
Miller, Frank Thomas, Jr.....	204 Hendrix St., Greensboro
Moore, Edith Anne.....	Stovall
Moorefield, Elizabeth.....	Rural Hall
Neal, George, Jr.....	Walnut Cove
New, Leslie Thomas, Jr.....	704 Lake Drive, Greensboro
Newlin, Hannah Ruth Elizabeth.....	Route 1, Saxapahaw
Norman, Jerry Alexander.....	614 Mendenhall St., Greensboro
Nunnery, James R.....	Roseboro
Payne, Ruth Josephine.....	Archdale

Pegram, Annie Lee.....	Route 1, Guilford College
Pegram, Mae Sue.....	Route 2, Kernersville
Perkins, Esther Marian.....	Route 1, Goldsboro
Perry, Boyd Glenn.....	Snow Camp
Pleasants, George David.....	Guilford College
Polk, Maurice Van.....	911 Omaha St., Greensboro
Poole, Jesse Roberts.....	Stoneville
Powell, Hazel Zenobia.....	Route 1, Box 49, Hallsboro
Price, Wm. Penn.....	Route 1, Price
Ragsdale, Dorothy Louise.....	Madison
Robertson, Clara Belle.....	Pine Hall
Scott, Elmer Hughes.....	107 Kensington Rd., Greensboro
Seabolt, Jasper Gibbs, Jr.....	1010 Lexington Ave., Greensboro
Sharpe, Charles C., Jr.....	Route 4, Greensboro
Sharpe, Jule Thomas.....	Route 4, Greensboro
Shaw, James Cornelius.....	Guilford College
Simmons, Scales Wendell.....	Route 1, Brim
Smith, Louis Van.....	Route 2, Box 274, High Point
Smith, Reuben Talmage.....	916 Cherry St., Greensboro
Smith, Sam C.....	516 W. Gaston St., Greensboro
Stack, Wilda Elizabeth.....	143 S. Poplar St., Winston-Salem
Stilson, Esther.....	7 Euclid Ave., Providence, R. I.
Stuart, Alfred Hughes.....	Snow Camp
Sutphin, Elvin Creed.....	Galax, Va.
Swaim, Fair Linville.....	Route 5, Winston-Salem
Tonge, Stafford.....	449 Market St., Belvidere, N. J.
Tucker, Adelaide.....	Box 1955, Winston-Salem
Turlington, Woodrow Duncan.....	Erwin
Turner, John Carr.....	706 Fifth Ave., Greensboro
Vannoy, Annie Laura.....	Route 1, Purlear
Vannoy, Winnie Marie.....	Route 1, Purlear
Van Auken, Robert.....	109 Bradley Ave., Bergenfield, N. J.
Vestal, Claude Kendrick.....	304 Hillside Drive, Greensboro
Wachter, John Francis.....	2504 Sylvan Road, Greensboro
Wall, LaRue Scales.....	Route 1, Tobaccoville
Watkins, William Henry.....	Ramseur
Webster, Mary Elinor,	
3-B Cardovia Apts., 33 S. Illinois Ave., Atlantic City, N. J.	
Wellons, Cecil LaVerne .....	Sedley, Va.
Westmoreland, Thomas James.....	Franklinville
Wharton, Robert Lee.....	711 Chestnut St., Greensboro

Whitley, Julian P.....	600 Chestnut St., Franklin, Va.
Wilson, Albion Woodard.....	Pikeville
Wood, Eleanor Virginia.....	Box 793, Wilmington
Wright, Hazel Johnson.....	1229 S. Main St., High Point
Wyant, Vernon Lloyd, Jr.....	406 Woodlawn Ave., Greensboro
York, Annie Leo.....	Bottom
Young, David Hoyle.....	Lexington
Younts, Lois Ellene.....	Route 5, Box 64, Greensboro

### IRREGULAR STUDENTS

Andrews, Emory.....	Route 2, Goldsboro
Beckett, N. Stanton.....	31 N. McClelland Ave., Pitman, N. J.
Bobb, Edward Clyde.....	501 E. Fourth Ave., Mitchell, S. D.
Buckbee, Allen Wier.....	117 7th St., White Bear Lake, Minn.
Caveness, Jay Paul.....	620 Arlington St., Greensboro
Cox, James Wesley.....	Staley
Doig, Robert.....	62 N. Franklin St., Nyack, N. Y.
Dowd, Robert F.....	Route 1, Mount Vernon Springs
Fields, Margaret Cranford.....	Guilford College
Finch, Jesse Lee.....	Guilford College
Gibbs, John Fisher.....	1402 Battleground Ave., Greensboro
Green, Philip Lambert.....	700 Silver Ave., Greensboro
Hall, Felton Davis.....	905 Douglas St., Greensboro
Harrington Robert.....	205 E. 6th Ave., Mitchell, S. D.
Hassell, Charles Wilbur.....	1015 S. Aycock St., Greensboro
Hockett, Francis Worth.....	Pleasant Garden
Hockett, Paul Branson.....	Pleasant Garden
Jones, James Lister, Jr.....	Guilford College
Jones, Lucille Cordelle.....	Bessemer Branch, Greensboro
Kelly, James Edward.....	Lillington
Kumagai, Naotada.....	Teramachi, Anekoji, Kyoto City, Japan
Lamb, James Thomas.....	79 Walter St., Mount Holly, N. J.
McGee, Vilena.....	Route 1, Mount Airy
Nichols, Nan Davis.....	White Plains
Rayle, Alfred Layton.....	Summerfield
Russell, Adeline Burke.....	Arlington, Vt.
Stauber, Annie Louise.....	561 7th St., Spencer
Vaughn, Wesley Endicott.....	Central Ave., Hammonton, N. J.
Walker, Jesse Bennett, Jr.....	1004 Magnolia St., Greensboro



Wisner, Clara Ellen.....Teaneck, N. J.  
 Wood, Daisy Boyd.....Essex  
 Woolley, Howard Raymond,  
 345 Grandview Ave., Pitman, N. J.

### **SPECIAL STUDENTS**

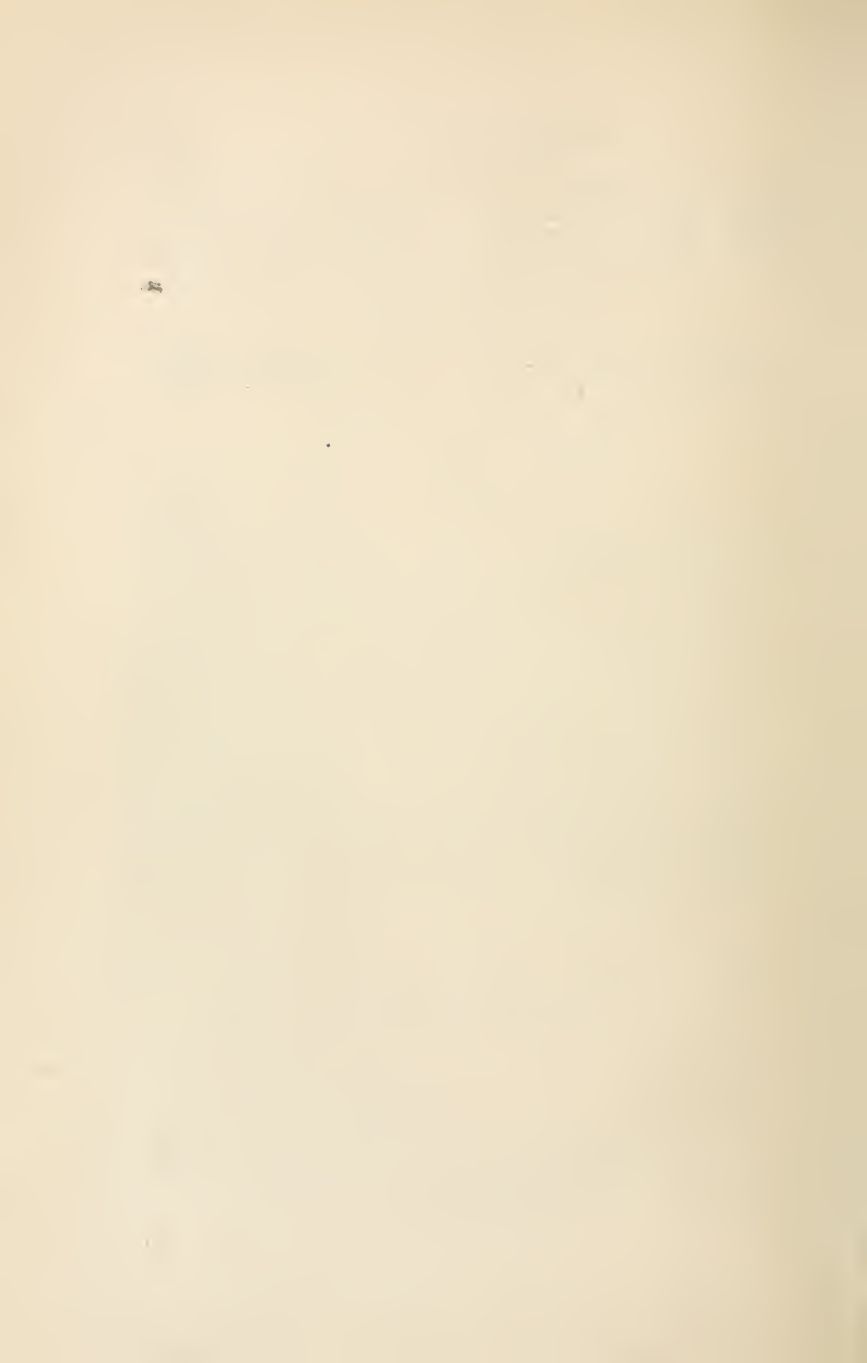
Binford, Richard Titsworth.....Guilford College  
 Powell, Annie Evelyn.....Guilford College  
 Powell, Mrs. Melissa P.....Route 2, Clinton

### **SUMMER SCHOOL ONLY**

**1933**

Beck, Walter C.....Archdale  
 Boles, Ethel Lemae.....King  
 Bruce, Carene Elizabeth.....Guilford College  
 Case, Charles A.....Oak Ridge  
 Chambers, William Farris....716 S. Green St., Winston-Salem  
 Garner, Austin E.....King  
 Hyde, F. Erwin.....Brown Summit  
 McArthur, Anna Davis.....Elizabethtown  
 Phillips, John Morton.....Leaksville  
 Raiford, Morgan Burgess.....Franklin, Va.  
 Smith, Charles D.....Route 4, Greensboro  
 Smith, Paul Walton.....Route 1, Kittrell  
 Trostel, George Howard.....Box 425, Canton  
 Winchester, Margaret.....Summerfield  
 Wylie, Nellie Martha.....Ramseur





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# Guilford College Bulletin

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ALUMNI DAY NUMBER

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PUBLISHED MONTHLY  
BY

GUILFORD COLLEGE

ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA

## ALUMNI DAY PROGRAM

Saturday, June 2

*Headquarters Founders Hall.*

2:00-3:00 P. M.—Registration at Founders Hall.

3:30-4:30 P. M.—President and Mrs. Binford's reception for alumni and friends of the college.

4:30 P. M.—Meetings of classes holding reunions:

Class of 1928—Library.

Class of 1927—Zatasian Hall.

Class of 1926—Philomathean Hall.

Class of 1924—Biology Laboratory.

Class of 1923—Dean's Office, Memorial Hall.

Class of 1922—President Binford's Office.

Class of 1914—East Parlor, Founders.

Class of 1904—Student's Parlor, Founders.

Class of 1894—Mrs. Milner's Office.

6.00 P. M.—Alumni Dinner, Founders Hall. Plate 60c.

8:30 P. M.—Choir concert.

The program will include a group of Negro spirituals. Tickets to this concert will be given to all alumni who register. A charge of 25 cents will be made for others who attend, and the proceeds will go to the Music Scholarship Fund.

Through the courtesy of the Home Building and Loan Association, West Market street, Greensboro, tickets for the dinner may be purchased at that office from May 28-June 1.

Tickets may also be secured from A. Scott Parker, Jr., Box 466, High Point, N. C.

OLD FRIENDS TO MEET AGAIN  
ON ALUMNI DAY.

Hail! Dear Old Guilford!

Thy loyal sons are we,  
And we will ever be  
Faithful to thee.

How fervently we sang that grand old song in college days of long ago. Then dear old Guilford was our home. We lived in the shadows of her stately oaks and ivy covered walls. We drank deeply from the fountain of her beauty and her ideals. We walked her shaded paths with loyal friends, and now after the years only memories! Where are our old friends? How we long to meet them again on the old campus! To sing, to laugh, to chat, to play. To catch again the spirit of youth and of Guilford.

These are the things that call us back to Guilford. Not to a Guilford inhabited by an alien race, but to the Guilford that we knew and loved, peopled by our old friends and classmates, with their cheerful and jesting greetings and their warm friendship.

Many Guilfordians have heard the call and from North and South and East and West they are coming home to Guilford. "I wouldn't miss it for the world" they say, "tell my classmates I'll be there on Alumni Day."

## CLASS REUNION NEWS.

1928—Byron Hayworth writes that 31 have responded and 17 intend to be present, while others hope to attend. Read this bulletin with care as it carries the full program.

Maud Simpson says "Our class committee has met twice and accomplished all the work planned."

Acceptances for the dinner are coming in from the class of 1924.

Make your reservation and come whether your class is having a reunion or not.

MAKE YOUR DINNER RESERVATIONS WITH ALUMNI SECRETARY.

### THREE ALUMNI GROUPS ORGANIZE LOCAL CLUBS.

#### WAYNE COUNTY GUILFORD ALUMNI CLUB.

This club was organized recently when Dr. and Mrs. Binford were visiting in Goldsboro. Twenty attended the meeting and the following officers were elected: Gray Herring, Chairman; Luby Casey, Vice-Chairman; and Mary Pearson, Secretary. Olive Crow Hunt and John White in addition to the officers will constitute the executive committee.

#### NEW YORK GUILFORD ALUMNI CLUB.

Herbert Petty sponsored a dinner meeting in New York at the Barbour Restaurant in New York on May 7th. He was ably assisted by Clarence Tobias, Secretary of Guilford College.

The following were present: William Taber, Alfred Busselle, Jr., Robert Ernest Lewis, Robert Marshall, Mrs. George N. Coulter, Emma King, Gilbert Pearson, Leora (Chappelle) Orvis, David Jackson, Alden Hadley, A. W. Blair, Mrs. Ellen Futrell (Ellen Hammond), W. H. Futrell, Mrs. Emma Smith (Emma Hammond), J. Frank Plummer, Mrs. Sallie Stockard Magness (Sallie Stockard), Mrs. Ethel W. Crutchfield (Ethel Watkins), Frank L. Crutchfield, Ovid Jones, Mrs. Cora Cox Jackson, Clyde Milner, and Clarence Tobias.

This meeting was an unquestionable success and a permanent organization was formed with the following officers: Herbert Petty, President; R. Ernest Lewis, Secretary; Emma King and Robert Marshall, Vice-Presidents.

#### PHILADELPHIA GUILFORD ALUMNI CLUB.

A group of Guilfordians in and near Philadelphia met for dinner at the Art Alliance on May 4. Walter Haviland presided and those present were: Anna Bundy Jacobs (Anna Bundy), Allen White, Mrs. Turner Moon (Rose Proc-

tor), Turner Moone, William W. Allen, Jr., Hugh W. Moore, J. Curtis Newlin, Mrs. Harold Reece Goodwin, (Mary E. M. White), Walter W. Haviland, Mrs. William A. Wolff (Mable C. Ward), William A. Wolff, Edgar Snipes, Eliot Kaye Stone, and Clarence Tobias.

Amidst delightful surroundings and enthusiastic speeches a permanent organization was inevitably formed. William Allen was appointed Chairman and Dr. William Wolff, Secretary.

### MORE MEMBERSHIPS NEEDED IN ALUMNI ASSOCIATION.

This year is the turning point in the College program. The Alumni Association can not carry its part of the activities unless it gets the support of all who have the interest of the College at heart. During the past year the efforts of the board have centered in publishing the Alumni Bulletins and mailing them to the Alumni. This has taken all the dues collected last year. During the coming year the Board hopes to publish this bulletin more often, but to do so will mean that we must have more active members than we had last year. The response to the invitations to join the association have been gratifying, but in order to carry on the program that has been planned we must have a much larger response. The memberships are \$2.00 or more if possible. Send all checks or money orders to A. S. Parker, Jr. Box 466, High Point, N. C. We ask your support.

#### ALUMNI NOTES.

1892

Edwin M. Wilson, headmaster of Haverford School, received the degree of Doctor of Science in Education at the sesqui-centennial exercises held at Dickinson College on October 21. (Haverford News.)



1896

Mrs. W. J. Jones (Molly Roberts), president of Pineland Junior College, has been chosen as one of the directors of Penderlea Homesteads, Inc., a government owned farm development company in Pender county, N. C.

1907

Eugene J. Coltrane, member of the National Committee on Education, was recently elected president of Brevard College, a Methodist institution at Brevard, N. C. His daughter, Mary Alma, is a member of the sophomore class of Guilford College.

1921

Marjorie Williams is, this year, acting head of the Department of Astronomy of Smith College.

Madge Coble, Assistant Supervisor of Home Economics of North Carolina, is president of the North Carolina Home Economics Association. She presided at their annual meeting in Raleigh, March 22-24.

1922

L. Lyndon Williams, now teacher of biology in Rennsaler Polytechnic Institute, Troy, N. Y., is planning to enter the University of North Carolina September, 1934, to complete his work for the Ph. D. degree.

1929

Clare Trueblood is resident physician in the Iowa Methodist Hospital, Des Moines, Iowa. He received the M. D. degree from Temple University School of Medicine in 1933.

### WEDDINGS.

Roseland Newlin and Elizabeth Newlin were married Saturday, March 31st, 1934 at the home of the bride, Route No. 4, Mebane, N. C. Mr. Newlin, a

member of the Class of 1933, is teacher of mathematics in the Haw River High School. Mrs. Newlin was a student at Guilford from September, 1929, to August, 1931, and has been teaching in the public schools of Alamance County since that time.

Lindley E. Tremain, '21, and Esther Pate were married December 26, 1933. They are living at 37-51 80th St., Long Island, N. Y. Mr. Tremain is assistant credit manager of the Bowker Chemical Company.

### COMMENCEMENT PROGRAM

JUNE 2--JUNE 4.

#### SATURDAY, JUNE 2.

4:30 P. M.—Choir Guild Tea. Men's Center.

#### SUNDAY JUNE 3

11:00 A. M.—Baccalaureate Sermon by Royden Keith Yerkes, Ph.D., S. T. D., Th. D. Professor of History of Religions in the Divinity School of the Protestant Episcopal Church in Philadelphia and Lecturer of the University of Pennsylvania.

6:45 P. M.—Vesper Service — Library Steps.

#### MONDAY, JUNE 4.

10:00 A. M.—Commencement Exercises. Address by Clyde A. Milner, Ph. D., Professor of Philosophy and Dean of Guilford College.

Conferring of Degrees.

1:30 P. M.—Meeting of the Board of Trustees.

KEEP THIS BULLETIN—IT HAS THE FINAL PROGRAM.

VOL. XXVII

1934

NO. 2

# Guilford College Bulletin



**SEVENTEENTH SUMMER SESSION**

CLYDE A. MILNER, Director



## OBJECTIVES OF GUILFORD COLLEGE SUMMER SESSION

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
2. To give to teachers courses that lead to certification.
3. To encourage leisure reading for and preparation of the cultural resource courses.
4. To give special training to those students interested in personnel work and vocational guidance.
5. To train men students for high school coaching positions.

### COURSES OFFERED

#### BIOLOGY

*Dr. Eva G. Campbell*

BIOLOGY 9. *Bacteriology.*

Three hours credit.

To be arranged.

BIOLOGY 11. *Biology Seminar.*

Three hours credit.

To be arranged.

BIOLOGY 12. *Introduction to Biology.*

Three hours credit.

Sixth period.

BIOLOGY S15. *Hygiene.*

Two or three hours credit.

Second period.

A course in the fundamentals of hygiene and health education.

#### CHEMISTRY

*Dr. Harvey A. Ljung*

CHEMISTRY 3. *Qualitative Analysis.*

Three hours credit.

Fourth period.

CHEMISTRY 6. *Quantitative Analysis.*

Three hours credit.

Third period.

CHEMISTRY 7-8. *Organic Chemistry.*

Six hours credit.

First and second periods.

#### EDUCATION

*Professor Carlyle F. Shepard*

EDUCATION 1. *Classroom Management.*

Three hours credit.

First period.

EDUCATION 10. *Elementary School Methods.*

Three hours credit.

Fourth period.

EDUCATION 11. *Principles of Secondary Education.*

Three hours credit.

Sixth period.

## ENGLISH

*Professor Philip Furnas*

ENGLISH 3-4. *Survey of English Literature.*

Six hours credit.

First and second periods.

ENGLISH 19. *General Literature.*

Three hours credit.

Fourth period.

ENGLISH S30. *Masterpieces of the Short-Story.*

Three hours credit.

Fifth period.

This course is an advanced course in the department.

## GEOLOGY

*Dr. Elwood C. Perisho*

GEOLOGY S3. *Geology and Mathematical Geography.*

Three hours credit.

Fifth period.

This course is designed for students who are planning to teach science in the grades or in high school.

## HISTORY

*Professor Algie Newlin*

HISTORY 1. *Ancient History.*

Three hours credit.

Fifth period.

HISTORY 5-6. *American History.*

Six hours credit.

First and second periods.

POLITICAL SCIENCE 23-24. *American Government.*

Six hours credit.

Third and fourth periods.

## MATHEMATICS

*Dr. Garness Purdom*

MATHEMATICS 1-2. *College Algebra.*

Six hours credit.

First and second periods.

MATHEMATICS 3-4. *Mathematical Analysis.*

Six hours credit.

First and second periods.

## PSYCHOLOGY AND PHILOSOPHY

*Professor Clyde A. Milner*

*Professor Carlyle Shepard*

*Associate Professor Ernestine C. Milner*

PSYCHOLOGY 6. *Educational Psychology.*

Three hours credit.

Third period.

*Professor Shepard*

PSYCHOLOGY 9. *Psychology of Personality.*

Three hours credit.

Fifth period.

*Professor Milner*

PHILOSOPHY 10. *Aesthetics; Appreciation of Art.*

Three hours credit.

Fifth period.

Mrs. Milner

PHILOSOPHY 103-104. *A Survey of Religious and Philosophical Thought.*

Six hours credit.

First and second periods.

Professor Milner

### PHYSICAL EDUCATION

*Courses in Physical Education for men and for women will be offered.*

One hour credit.

4:00-5:00 each afternoon.

### FRENCH

Professor Fleming

FRENCH 3-4. *Intermediate Course.*

Six hours credit.

First and second periods.

FRENCH 15-16. *Advanced Course.*

Six hours credit.

Third and fourth periods.

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered upon sufficient demand.

### SCHEDULE OF CLASSES

Classes are scheduled to meet each week day morning from 7:45 to 12:15. There are five standard class periods before noon and three during the afternoon. The afternoon classes are scheduled from 1:15 to 4:00.

Summer School Assembly will meet each Wednesday morning from 11:50-12:15.

### LIVING ACCOMMODATIONS AND EXPENSES

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

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# Guilford College Bulletin

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Miss Katherine C. Ricks  
1149 West Ave.,  
Richmond, Va.

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## ALUMNI NUMBER

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PUBLISHED MONTHLY  
BY

## GUILFORD COLLEGE

ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA

## ALUMNI AND THE ANNUAL GIVING FUND.

Beginning in 1935 Guilford will ask the Alumni and friends of the College to contribute to an Annual Giving Fund which will open March first and close a week after Commencement each year. This will be the only appeal each year to the Alumni as a whole. The various needs of the College will be stated clearly so that those who wish to designate some particular use for their contributions may do so. The Alumni Association has approved of the suggestion of the Secretary of the College and the Centennial Committee to join in the appeal, to support it and work for its success, and combine with the College program its regular annual appeal for funds devoted to support its activities which were hitherto paid from Alumni dues. Such dues are to be discontinued as long as an Annual Giving Fund is maintained, with the exception of life memberships, which will always be welcome. Duplication of appeals which are troublesome to Alumni and costly will thus be avoided, and all Alumni who are now contributing regularly to the Centennial Club or who contribute to the Annual Giving Fund will be counted as full members of the Alumni Association.

Each year the Alumni Association will prepare a budget for the following year, itemizing the purposes for which it will need money and this will be included in the Annual Giving Fund appeal. Alumni may stipulate that their entire contribution may go to the Alumni Association, or any portion of it. Where this is not designated the Alumni Association will receive a share of all contributions made by Alumni up to fifty per cent of all undesignated Alumni gifts, depending on the amount contributed and on the urgency of the various purposes for which gifts are asked, with the common understanding that during the period of development of Alumni activities the needs of the

Alumni Association will be considered to be of great importance.

One of the most apparent needs of the College is the complete development of the Alumni Association which has hitherto been limited by lack of funds. Projects such as the development of local clubs, the issuance of Bulletins (and eventually of a regular Alumni Periodical,) and general Secretarial duties are very essential to this program. The College administration, the Centennial Committee, and the Executive Committee of the Alumni Association are agreed that the development of the Alumni is highly essential, and are united in planning for its success. In managing the organization of the Annual Giving Fund each year the College will be expressing in a notable way its interest in Alumni activities, and desire for their success. Alumni wish to help the College in its great work and to maintain the important work of the Alumni Association. We believe that a larger number of Alumni will contribute to this combined fund than ever have to either the College or the Association. Together, College and Alumni, we shall succeed.

(In order to carry on the work of the Alumni Association until June 15, 1935, membership fees are to be maintained. Why not send yours in now to A. Scott Parker, Box No. 466 High Point, N. C. The fee for Active Membership in the Association is \$2 per year.)

## OUTSTANDING EVENTS AT GUILFORD REVIEWED BY DR. BINFORD.

On June 4 Guilford College completed a very interesting and unusual year.

In September the largest freshman class in the history of the college was admitted, the total number being 155.

There were 19 others entering the upper classes, making a total of new stu-



dents amounting to 174. Seventy-six of the students this year came from Greensboro. These, together with the old students returning made the registration nearly as large as any we had had in previous years.

Since most of the Greensboro men were day students, we have an unusually large number who were not living in the dormitories, the total being 100. This gave us an opportunity to tie the college up to Greensboro and the local community by giving a special reception to the parents of all day students on November 4.

The real outstanding feature of the year was the celebration, on January 13, of the one hundredth anniversary of the ratification of the charter. We had the Governor of the State and the Executive Secretary of the American Association of Colleges, R. L. Kelly, and a number of distinguished guests with us. This marked the beginning of the centennial period which lasts up to August 1, 1937, during this period we hope to accomplish great things for Guilford College. In January the college employed Clarence E. Tobias, Jr., to promote the Centennial Program, particularly during this period. He is known as the Secretary of the College and has an office in Memorial Hall joining that of the President.

From Thursday, May 3, to Sunday, May 6, Max Noah conducted a Musical Festival. Special features on the programs were: Concert by the Greensboro Male Chorus, the Guilford County public school music festival in which the schools of the county participated, with some 4,000 children present for the occasion, a concert by the University of North Carolina Symphony Orchestra, and a program of sacred music given by six choirs from neighboring cities. This was really an outstanding festival and attracted much favorable comment from friends in the neighboring communities.

During the year Dean Milner and Professor E. G. Purdom each received the award of the degree of Doctor of

Philosophy, Mr. Purdom having completed most of the work for the degree year before last at the University of Michigan. Mr. Milner completed his work for the degree at Hartford Theological Seminary during the past year.

These you will surely recognize as a significant list of outstanding events during the year.

## RECRUITING THE CLASS OF 1938.

A recent college survey reveals that 48.7 of the students matriculated in these institutions through the influence of other students and alumni. Although we cannot carry out at the present time all phases of the Centennial program, we can unite in furthering the objective to secure a carefully selected student body of 300. Some have already greatly assisted in this project. A very recent alumnus, who has had his present teaching appointment for only one year, has already completed arrangements for three of his best students to enter Guilford College in the Autumn. Today is the time to show your loyalty to your Alma Mater. You can do it by forwarding the names of those outstanding young men and women whom you wish to have enrolled at Guilford College, and by telling them to communicate with Dr. Clyde A. Milner, Dean of the College.

## ALUMNI NEWS. MARIAGES.

Mr. William E. Cranford was married to Miss Helen Marsh on June 21. Mr. Cranford was professor of physics year before last during the absence of Professor E. G. Purdom.

Harry Wellons, '33, and Esther Lindley, '31, were married May 26.

Rembert W. Patrick, '30, and Eleanor Bangs, '32, were married on December 22, 1933. They are living at Wolfon, South Carolina.

Hazel Templeton, ex-'31, was married to Mr. Lenesque. They are now at Brentwood, Long Island, New York.

## LOCAL ALUMNI CLUBS.

Local Alumni groups are being organized in each center where a large enough group of Alumni live to warrant such an organization. These group meetings are primarily of a social nature and for the purpose of keeping the Alumni in close touch with other Alumni and the activities of the college. In no case will any appeal for contributions be made at a meeting of Local Alumni Clubs. Usually the meetings will be organized so that we may have dinner together. No definite number of meetings each year is necessary; rather the idea is that a meeting will be held whenever the time seems right.

Groups already have been organized at New York, Philadelphia, Raleigh and Mount Airy. There will be a meeting of the Winston-Salem club on June 29, and of the Greensboro club, July 6. Organization of clubs has already been begun at:

Asheville	Reidsville	Bayboro
Statesville	Halifax	Wilson
Wilkesboro	Danbury	Albemarle
Salisbury	George	Charlotte
Oak Ridge	Rockingham	Star
Greenville	Carthage	

These meetings have been a source of great joy to the college and Alumni thus far, and have been extremely profitable. Old friendships have been renewed and new contacts have been made with other Alumni and College staff members. The Dean and the Secretary of the College plan to attend all meetings whenever their presence is desired.

If members of the Alumni Association who are interested in organizing Clubs in their districts will advise the Secretary of the College, he will be most happy to help in any way desired to further such projects.

**BIRTHS**—T. E. McBane, '24, and Edna McBane, '26, have a son born June 10th.

## MANY GUILFORDIANS PRESENT FOR ALUMNI DAY.

A large and enthusiastic group of Guilfordians returned to the college on June 2nd for the Annual Alumni Day program. The main events of the afternoon were President and Mrs. Binford's reception for Alumni and friends of the college and the Class Reunions which were held immediately after the reception.

The classes of 1904, 1914, 1922, 1923, 1924, 1926, 1927 and 1928 held reunions with a large per cent of their membership in attendance. Each class formed a permanent organization and made plans for compiling a class history.

Over 250 persons were present in Founders Hall for the Alumni Banquet and business meeting. Clarence E. Tobias, newly appointed Secretary of the college, and Dr. Binford were the main speakers and class representatives reported on the reunion meeting of their classes.

The Alumni paused in their meeting to pay tribute to four leaders of the college who have died recently. Those honored were Walter E. Blair and Paul C. Lindley, of Greensboro, both members of the board of trustees; Prof. J. Franklin Davis, member of the college faculty, and Joseph M. Dixon, former United States senator and Governor of Montana, who was a member of the first graduating class of the college.

The Guilford College Choir gave their final concert of the year in Memorial Hall after the Alumni Banquet. A large and appreciative audience was present for the concert, the visiting Alumni being guests of the choir.

Officers elected for the year were, W. W. Blair, Greensboro, Pres.; Paul C. Edgerton, Greensboro, Vice-Pres.; Miss Annie B. Benbow, Greensboro, Trustee of Life Membership Fund; David J. White of Greensboro, and Prof. A. I. Newlin of Guilford College, member of the executive committee.





# **GUILFORD COLLEGE BULLETIN OF INFORMATION**

## **PRESIDENT'S REPORT**

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**PUBLISHED MONTHLY  
BY  
GUILFORD COLLEGE  
ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA**

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Entered at Guilford College, N. C., as second-class matter  
under act of Congress August 24, 1912.

## THE FORTY-SIXTH ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

It is with thankfulness to our Heavenly Father for His care and His blessings that we present to you the forty-sixth annual report of the President of Guilford College. The enrollment has been larger than that of any other year except 1932. The Centennial class has become a reality. It entered last fall with the strength of 139 eager young men and women, several of whom are exceptionally capable. This augurs a period of unusual scholastic achievement for the college. In fact the quality of work on the part of the faculty and students during the year was of a very high order. Several members of the senior class have done outstanding work. The names of 51 % of them have been on the honor roll. Two of them were on the honor roll during the whole of their college course. Four of them have taken courses by syllabus. Three have completed honors courses. One graduated with high honors in English, having completed readings for honors and having passed with distinction an oral examination before a faculty committee and Dr. Leonard Hurley of the University of North Carolina. Miss Esther Lee Cox and Miss Priscilla Henryanna White graduated with high honors. One-third of the class have made plans to continue their studies next year in professional or graduate schools.

We have had the pleasure of visits and service by two prominent Friends during the year. Rufus M. Jones was with us two days, November 18 and 19, and John Hughes, director of Pendle Hill School, was with us four days, February 2, 3, 4, and 5.

The outstanding event of the year was the celebration of the one hundredth anniversary of the ratification of the original charter of the college. This was held on January 13. Since Guilford College is the oldest co-educational college in the south and the third oldest in the United States, it seemed fitting to devote the forenoon of the celebration to a conference on co-education. Mrs. Bland Blanshard, Dean of Women at Swarthmore College, and Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges, addressed this conference. In the afternoon the formal celebration was held with an address from the Governor of the state and a statement of the Centennial Program by the President of the college. This formally launched what is to be known as the Centennial Period, which will close on August 1, 1937, the one hundredth anniversary of the date of the opening of the college. This period will be devoted to the promotion of the Centennial Program, which is designed to adequately equip and finance a college for three hundred students and to perfect a plan for meeting their intellectual, social, moral and spiritual needs.

An important part of the Charter Day Celebration was the publication of a short history of the college. Dorothy L. Gilbert is the author. It is charmingly written and is an important contribution to Quaker literature.

Clarence E. Tobias, Jr., has been employed as Secretary of the college. His work is the special promotion of the Centennial Program. Mr. Tobias has been a special student of the history of religion under the instruction of Rufus M. Jones and also in the department of the history of religion at the University of Pennsylvania. He, therefore, enters the life here with a deep interest in the religious phase of educational work. The first efforts of Mr. Tobias are being devoted to a revival of local alumni groups and the extension of alumni organization. Enthusiastic alumni meetings have been held in New York City, in Philadelphia, and in North Carolina cities as follows: Raleigh, Mount Airy, Goldsboro, Winston-Salem, and Greensboro, where permanent organizations have been effected. Plans are under way for organization in seventeen other localities.

Five members of the faculty are doing graduate work this summer. Three have received advanced degrees during the past year. E. G. Purdom received the degree of Ph.D. from the University of Michigan, Clyde A. Milner the degree of Ph.D. from Hartford Theological Seminary, and Max Noah the M.A. degree from Columbia University. Twelve members of the faculty either have the degree of Doctor of Philosophy or have done between three and five years of graduate study.

Beginning Thursday, May 3, and ending Sunday, May 6, Max Noah conducted an outstanding musical festival at the college. It opened with a concert by Mrs. Laura Howell Norden, violinist, and Miss Mary Eunice Wells, pianist, on Thursday evening. Friday evening the Greensboro Men's Chorus, directed by Mr. Noah, gave a concert. On Saturday afternoon the great event of the festival was the singing by more than four thousand children from all of the county schools. The music department has for four years been conducting choral singing in the schools of the county with outstanding success. On Saturday evening the Symphony Orchestra of the University of North Carolina gave a concert. On Sunday afternoon there was a sacred concert including choirs from six neighboring cities.

The commencement season was marked by unusually happy and successful reunions of eight of the graduating classes. A larger number of alumni visited the college than at any other time since 1924. The class of 1914 published a history of the first twenty years of its achievements.

This is the third twenty-year history that has been published. The other two classes that have done this are the class of 1911 and the class of 1913.

The financial condition has decidedly improved. The endowment has been gradually worked on to a safer basis and the income from it considerably increased.

The death of Walter E. Blair on Saturday, June 2, took from our fellowship and our labors one of our most beloved and devoted friends. He had been for fourteen years a member of the Board of Trustees. He made it the rule of his life not to allow his business to interfere with the attendance of the meetings of the Board. He had an unusual grasp of the various problems concerning the administration of the college and an unusually sympathetic understanding, which made his counsel and advice highly appreciated. His committee work was especially valuable. His extensive experience and knowledge of real estate and financial affairs made his service on the Endowment Committee especially significant. His recent optimism and confidence that if we continued to work carefully and patiently we would have very little loss in our endowment funds was particularly helpful to us. After the death of David White, he served as secretary of the Board.

In the statistics concerning the attendance, which are given below, we observe an unusually large number of day students, most of whom were young men from the city of Greensboro. In order to encourage this attendance, the college purchased a bus for use in the transportation of students between the college and Greensboro.

#### ATTENDANCE, 1933-34

Enrollment for regular academic year .....	311
Those who attended summer school only .....	15
Total enrollment for the year .....	326
Men .....	203
Women .....	108
Boarding students .....	206
Day students .....	105
Friends .....	72
Enrollment for summer school, 1933 .....	49
Enrollment for first semester .....	295
Enrollment for second semester .....	272
Graduate students .....	4
Seniors, including all who graduated in 1934 .....	36

Juniors .....	47
Sophomores .....	48
Freshmen .....	143
Irregular students .....	31
Special students .....	3

### THE LIBRARY

This is the fourth year during which we have been receiving an annual donation of \$2,000 from the Carnegie Corporation for the purchase of books. This completes their appropriation to the college. During this four-year period we have added about five thousand books to the library collection. The total number of books, according to the report of the librarian this year, is 15,682.

The mere addition of books to our collection is not particularly significant. The important fact is the constant increase in the use of the library. A number of factors have contributed to this. The more efficient lighting and better heating of the library which made it possible to open the building in the evenings, a more adequate staff with the accompanying promotion of the use of the library, the change of the attitude of the faculty toward the library and toward their method of work, and the definite drift away from the dependence on a single textbook in a course to extensive planned readings in connection with the courses which has made it necessary for the students to use the library as a workshop, are some of the important factors that have produced this change. The reading room facilities have at times been very much overcrowded, making it necessary for students to sit on the stairway in the stack room, or even out on the library porch. Records show that every student in the college uses the library. Several of the students have withdrawn as many as twenty books during one semester. A smaller number had taken out as many as thirty. Eight have read forty books during one semester. One had taken out fifty-five, another sixty-three, and still another eighty-five within a period of eighteen weeks.

### PROBLEMS OF ADMINISTRATION

Last year in the annual report I presented some of the moral and religious problems with which the administration of the college was struggling. I will not repeat them here, but I may call attention to certain general trends that are taking place in regard to the approach to moral and religious problems in college life.

It is almost with amazement that we read the long list of prohibitions

included in the regulations of schools and colleges fifty to one hundred years ago. Those prohibitions have largely disappeared. They have been disappearing from the regulations of Guilford College from its beginning. In fact, I think the first regulations prepared were probably never put into operation. Have we changed our minds about how young people ought to behave? We certainly have changed our minds about what they ought to wear, even though we may not all agree as to the present status of their dress and address. I think we have not changed our minds very much about the kind of conduct we wish them to observe, but we have changed our minds a great deal about the methods by which we are to secure that conduct. We are turning very largely away from the methods of prohibition and commands, with their accompanying penalties, to the methods of counsel and advice. We try to use creative imagination in helping the student to picture the desirable adjustments which lead to the happiest living. We try by means of student councils to induce them to assume the responsibilities of participating in this creative vision and the building up of moral pressure against evil. It is true that in this new concept, which we may call the Quaker method of control by means of personal responsibility and group conscience, we have not reached any high stage of efficiency. We do not claim that even in the minds of the faculty this new concept is clearly grasped, but that we are working toward a new inter-faculty-student fellowship there can be no doubt. Anyone who reads the accounts of the pranks which students played on members of the faculty a few decades ago and compares that with the life as he finds it on the campus today can not but be impressed with the changes that have taken place. We may have lost some of the modesty in public decorum and some of the emotional restraint, but I believe we are in the best position we have ever been to do constructive work toward a wholesome and healthful emotional and moral adjustment of the inner life and the social relations of the individual.

Another administrative problem is the financial one. I am not mentioning this in order to make you aware of it, but rather to point out what we have done about it. It is divided into two distinct phases, the endowment and the annual operation. The situation in regard to our endowment has been the cause of a great deal of anxiety, not only on the part of the Board of Trustees and the administration of the college, but on the part of all our friends who have been deeply interested in the stability of the institution. Many rumors have been circulated which have had a tendency to increase that anxiety rather than to allay it. It seems



desirable, therefore, that we should state a few facts concerning it. Most of you are aware that when the Commercial National Bank of High Point closed, the trust department could no longer care for our endowment. The Trustees, therefore, appointed a committee to take over the securities to care for the investments and to collect the interest and other income. I wish at this point to pay a tribute to the members of this committee. I do not believe that a group of men could have been found anywhere in the country who were better qualified to handle the work. Robert H. Frazier, the chairman of the committee, is a lawyer with unusual insight into financial situations. He has attended to legal matters with remarkable ability and success. David White and Walter Blair, both of whom have done distinguished service on the committee, were men who had no peers in their knowledge and understanding of the real estate situation and the problems involved in protecting our securities. Charles F. Tomlinson is not only a man of unusual business ability, but he has a very intimate knowledge of the properties on which loans were made and an extensive acquaintance with the financial ability and condition of the men who had borrowed from our endowment funds. D. Ralph Parker also has had an intimate knowledge of the properties and the people with whom the endowment committee has had dealings. His sympathetic understanding and friendly contacts have played a large part in the remarkable success of the committee. Richard L. Hollowell is not only a man of wide experience in real estate affairs and in financial adjustments, but he also had an extensive knowledge of buildings and building repairs. The great amount of time which he has devoted to the work of seeing that the properties which we have acquired are put into good rentable condition at a conservative expense has been of inestimable value to the college. Not only have these men had the qualifications for the work which was assigned to them, but at great sacrifice to their own business and to their own ease they have spared no efforts or time necessary to save every dollar that it is possible to save in the face of the tremendous shrinking of the value of securities and in the face of the decrease of the ability of men to meet their financial obligations in such times. The committee has also been very fortunate in having practically all of the time of the financial agent of the college, Edgar T. Hole. The members of the committee who have observed his work have frequently expressed their admiration of the kindly and persistent way in which he has handled the negotiations and collected the income and principal. Now let us look at the result of the efforts of these able men. In order to appreciate what they have done we

need to realize that the income from endowments everywhere has decreased. In a few cases which I know of directly, the decrease has been between twenty-five and fifty per cent. In other cases I hear the decrease has been greater than that. The lowest loss I have heard mentioned, and that only in an indirect way, has been ten per cent. From \$5,000 of our endowment which is handled by a trust company in Minnesota we have received less than one per cent income during the past year. From \$13,175.36 invested by a trustee in Pennsylvania we have received 2.5% income during the past year. From the \$561,672 handled directly by our endowment committee, we have received nearly 5.1% income. If we deduct the cost of handling the funds and take only the net amount turned over for operating expenses of the college, we still have 3.6%. The expense of handling the endowment during the past two years has been unusually large. It has been necessary for us to foreclose nineteen mortgages and pay over \$10,000 in back taxes and street assessments. It appears that the greater part of these expenses are now taken care of and that the net income from the endowment will gradually improve, unless the general financial condition takes another downward trend.

For a number of years we have been gradually increasing the charges at Guilford College in order to secure a financial support that would make possible a respectably efficient operation of a liberal arts college. We wished to be able to secure and to hold a faculty with a respectable academic and educational training and a distinctive background of experience. Two years ago we found ourselves facing the stubborn fact that the average run of our patrons were unable to pay the charge. The result of this situation was that year before last we had a decided drop in the attendance, even though we did somewhat increase the number of appropriations and scholarships to needy students. It was necessary, therefore, for us to decide whether we would reduce the charges or further increase the student aid. We decided upon the latter course because we believed that those who could pay should continue to do so. The result of this policy wisely administered did three outstanding things: it brought our enrollment back to approximately our maximum capacity; it attracted to us in the freshman class some of the most outstanding graduates of the best high schools in the state; and in the third place, it increased our gross income by \$10,000 and our net income by approximately \$6,000. Furthermore, this policy is in harmony with the whole history of the institution. Friends have always tried to make it possible for every selected and worthy student to attend Guilford College. At the very beginning, Friends were

instructed to take up collections to make it possible for the selected students to come. Then at the college various devices have been adopted for making it possible for the students to attend here at a very reasonable cost. The boys' cottages and the girls' cottages are outstanding examples of this policy.

Recently I have thought a great deal about what constitutes a really Christian college. If I read the Gospels correctly, Jesus manifested the love of the Father in three outstanding ways. He said, "For this cause came I into the world that I should bear witness to the truth." "Ye shall know the truth and the truth shall make you free." In the second place, he said that "The spirit of the Lord is upon me because he hath anointed me to preach the Gospel to the poor, he sent me to heal the broken-hearted." "They that are whole need not a physician." For Jesus the greater the need the more sure was his help. In the third place, he undertook to give the spirit of God, his own spirit, the Holy Spirit, to his disciples. Guilford College has had struggles along all three of these lines. It has had criticism from those who have not quite understood or appreciated the truth to which it bore witness. It has had criticism from those who have looked more to financial success than to great Christian service to the needy, and it has had trouble in keeping harmony with the spirit of Christ, the Holy Spirit. But so long as it continues in an humble and meek manner to seek the truth and to bear witness to the truth, so long as it administers its endowments and its equipments to help those who by all rights should have its training and its influence, so long as it purges itself of unholy purposes and pours into the life of the students who come on the campus a great spirit, so long will it be distinctively a Christian college. These last remarks have passed over from a mere report of what has been done during the year to an attempted interpretation of the whole history of the institution, and especially of the administration which has now drawn to its close.

#### AN ACCOUNT OF A STEWARDSHIP

Probably you may ask me to give an account of my stewardship. I have not been in perils in the sea, nor in prisons frequently, nor in perils of robbers. I have not been beaten with rods nor stoned. I have been in labours rather abundant, but I've had a good time. There does not seem to be anything very heroic about this stewardship. I may, however, put down a few things which will show the way in which we have been going. First of all, my thirteen years of service under the leadership of Dr. Lewis Lyndon Hobbs created within me a compelling affection for the

personality of the man, and as I have looked at the quality of the things which he did for Guilford College I have acquired an admiration for his achievements. I have tried to build true to the broad foundations which he so ably laid. I have tried to complete the super-structure in harmony with his wise building. I have tried to make what *is* a natural unfolding of what *was*.

First. One thing which we completed very gradually, but within the first seven years of my administration, was that change from a school to a college. In 1922 we ceased to offer preparatory courses, and by 1925 admitted only students whose previous training indicated that they were prepared for college courses.

Second. I began my administration with the profound conviction that the main job of a college president was to secure a faculty. Of course we spent some time trying to get students, and we desired the best ones we could find, but I had a supposition that the student problem would very largely take care of itself if you could have the right kind of a faculty. Two things stood in the way of realizing our desires for a faculty. The year 1918 marked the beginning of a ten-year period when the competition to secure able teachers was probably greater than at any other period in the history of the world. The other handicap was the lack of funds. The tuition charge was \$60.00. The charge for room rent was less than the cost of operating the dormitories. The endowment was less than \$200,000. The total amount paid for salaries in 1918 was \$19,000. We set out to increase all of these items. Within ten years the funds from which we received income had been increased to \$600,000, the tuition had been increased to \$150.00, the room rent had been increased from \$45.00 to \$70.00. By 1926 we had built up the financial resources of the institution so as to form a basis for a much more adequate faculty. Better trained men and women were secured. The annual turnover, which sometimes was as much as fifty per cent or more of the faculty, was reduced to two or three within a year. The faculty became stabilized, became an experienced working team with a fine background of training and experience which fitted its members for their tasks.

Third. This decided improvement of the financial condition of the college and the well-trained faculty opened the way for membership in the Association of Colleges and Secondary Schools of the Southern States. We, therefore, turned our attention to the question of meeting the requirements for membership. We were accepted in December, 1926. This gave national recognition to the standing of the college and entitled us

to a place on the list of colleges approved by the American Medical Association.

A fourth task to which the administration devoted its energies was the readjustment of the program of work so as to bring it into harmony with the needs of the modern college student. The great extension of human knowledge, the multiplicity of courses, and the free elective system had brought chaos into the intellectual life of higher education. The liberal arts college had lost sight of any definite mission or objective. There was no sense of direction. We felt that it was necessary for us to establish definite objectives and a definite program for achieving them. After four years of study we adopted in 1928 our new curriculum, which has attracted wide attention in educational circles and favorable comment from experienced educational leaders.

Fifth. With some measure of successful progress in providing for these two major essentials of the college, namely, an adequate faculty and a well-planned curriculum, it was possible for us to give more attention to some of the phases of our equipment. For a group of people devoted primarily to intellectual pursuits, the library constitutes the most significant part of our materials for work. In January, 1929, we learned that the Carnegie Corporation was setting aside a considerable sum of money to be used for the improvement of the libraries in small colleges. We immediately set to work to analyze the needs of our library, including the staff, the building, and the collection of books and magazines. We presented our needs to the Advisory Committee of the Corporation with the request for assistance. We did not receive a favorable reply, but we did learn that the Advisory Committee was more interested in the general policy of the college in relation to the library than they were in the actual needs of the library. The faculty, therefore, went into a special study of the proper use of a college library, with the result that there was quite a change in the whole teaching program in so far as it is related to the use of our library. When this study and new attitude were presented to the Committee, they acted favorably with a grant of \$2,000 a year for four years, making a total of \$8,000. In order, however, to make possible the program which the faculty worked out and in order to take care of the new books that would be purchased, it was necessary to make a considerable improvement in the library facilities. This included additional shelves, additional staff, and better heating and lighting arrangements. Friends of the college were aroused to the needs and generously entered upon a program to provide the funds to carry out these various improvements. This



effort in behalf of the library has resulted in one of the most fundamental changes that has taken place in the life of the college during my administration, and to my mind it is one of the most significant things that I have helped to bring about.

Sixth. I may merely mention the building of the central heating plant; the establishment of the department of education; the department of religion, including Biblical literature and religious education; the department of physical education and health, reaching every student in the college; the department of economics and business; and the department of psychology and philosophy.

Seventh. In 1927 we began looking definitely toward our centennial year. The Centennial Committee was appointed and began working on the Centennial Program. We have been working on it for seven years. Our purpose has been to investigate every phase of college life with a view to forming a complete picture of a church-related, liberal arts college and to present it to our people so that they would comprehend it and would join in a great effort to realize as much of it as possible before the celebration of our one hundredth anniversary. On January 13, we presented the Centennial Program to a group of distinguished guests. The enthusiasm with which it was received is a prophecy of future achievement. The program deals not with buildings, equipment and endowment alone, but also with those more intangible things—quality and type of faculty and students, an adequate program of intellectual work on which we have already made significant progress, a consideration of a possible program for character building that is designed to establish the fine habits of moral and spiritual life and to imbue the student with profound convictions and heroic courage as he faces the great realities of life. This character building program is one of the most significant things ahead of us.

But here in the midst of the most thrilling period of my career, I take my hands from the wheel and my foot from the accelerator; I turn the car over to a new driver. I charge him that he must drive it not only with clarity of vision and steadiness of hand, but with devotion he must bring it to its destination, for it carries a sacred cargo. In it are the high hopes, the earnest prayers, and the sacrifices of generations of devoted people.

It is a very happy experience to pass an office on to one whom we know is already deeply devoted to the work, who has a fine understanding of and deep sympathy with what has been done, one who has a background of thorough preparation for the task, a comprehensive understanding of the present achievements, and a fine vision of the future work.



## CONSOLIDATED BALANCE SHEET

JUNE 15, 1934

*Assets*

## Current Funds:

Cash and Bank Balances .....	\$ 1,892.27	
Accounts Receivable .....	4,879.48	
Notes Receivable .....	1,863.34	
Inventories—Supplies .....	9,007.27	
Prepaid Interest .....	29.90	
Due by Other Funds .....	8,021.75	
Bank Balance—United Bank & Trust Co. ....	8,238.99	
(Closed) .....		<u>\$33,933.00</u>

## Loan Funds:

Notes Receivable less Reserve for Doubtful ....	\$ 26,939.87	
Due by Other Funds .....	999.63	
		<u>27,939.50</u>

## Endowment Funds:

Cash in Banks .....	\$ 2,246.86	
Notes Secured by Mortgages .....	286,244.74	
Notes Secured by Stocks .....	5,722.28	
Notes—Current Funds .....	53,853.38	
Funds Held by Trust Companies .....	18,175.36	
Duke Power Company Stock .....	30,000.00	
Real Estate .....	186,716.18	
		<u>582,958.80</u>

## Endowment Campaign Fund:

Notes Receivable less Reserve for Doubtful .....	1,819.17	
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## Plant Assets:

Buildings .....	\$313,500.00	
Land .....	45,000.00	
Equipment .....	83,753.17	
		<u>442,253.17</u>

TOTAL ASSETS .....\$1,088,903.64

*Liabilities*

## Current Funds:

Accounts Payable .....	\$ 21,126.43	
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Notes Payable .....	102,147.43	
Accrued and Deferred Items .....	6,870.55	
Due Other Funds .....	999.63	
	<hr/>	\$131,144.04
Loan Funds:		
Notes Payable .....	\$ 4,000.00	
Due Other Funds .....	3,943.46	
	<hr/>	7,943.46
Endowment Funds:		
Due Other Funds .....	\$ 6.75	
Due Endowment Income for Cash Advanced ..	3,104.20	
	<hr/>	3,110.95
Fund Balances:		
Loan Funds .....	\$ 19,996.04	
Endowment Funds .....	574,836.93	
Endowment Campaign Fund .....	1,819.17	
Plant Assets .....	442,253.17	
Endowment Income .....	5,010.92	
	<hr/>	\$1,043,916.23
Less—Deficit Current Funds .....	97,211.04	
	<hr/>	946,705.19
	<hr/>	
TOTAL LIABILITIES .....		\$1,088,903.64

## REVENUES AND EXPENDITURES—CURRENT FUNDS

YEAR ENDED JUNE 15, 1934

*Revenues*

Educational and General:		
Students Fees .....	\$ 44,234.54	
Endowments .....	20,470.20	
Donations .....	2,033.65	
Transcripts .....	53.00	
Commission for handling Yearly Meeting		
Endowment Funds .....	53.33	
Interest on Notes .....	96.66	
Transportation Bus Income .....	894.85	
Investment—Farm Property .....	128.62	
	<hr/>	\$67,964.85

## Auxiliary Enterprises:

Boarding Department .....	\$ 26,823.79	
Dormitories .....	13,056.97	
Rental Houses .....	1,744.00	
Book Store .....	2,796.09	
Farm .....	4,735.05	
Laundry .....	4,673.45	
	<hr/>	53,829.35

TOTAL REVENUES .....\$121,794.20

*Expenditures*

## Educational and General:

General Administration and Expense .....	\$ 9,565.19	
Instruction .....	27,904.45	
Library .....	3,275.78	
Maintenance of Plant .....	9,574.86	
Transportation Bus .....	1,440.44	
	<hr/>	\$51,760.72

## Auxiliary Enterprises:

Boarding Department .....	\$ 28,643.92	
Dormitories .....	8,535.85	
Rental Houses .....	523.67	
Book Store .....	2,682.46	
Farm .....	4,691.44	
Laundry .....	3,309.40	
	<hr/>	48,386.74

Other Non-Educational Expenses ..... 19,956.13

TOTAL EXPENDITURES .....\$120,103.59

Revenues in Excess of Expenditures ..... 1,690.61

TOTAL EXPENDITURES AND EXCESS REVENUES .....\$121,794.20

## ENDOWMENT FUNDS AND INCOME

JUNE 15, 1934

Name of Fund	Fund Bal.	Income
Sarah E. Benbow Memorial Fund .....	\$ 1,000.00	\$ 60.00
Addison and Mary Boren Memorial Fund .....	1,100.00	65.97
Cecil J. Cloud Fund .....	400.00	24.00
Elwood Cox Fund .....	1,000.00	60.00
Jonathan and Elizabeth Cox Fund .....	15,000.00	846.73
Joseph J. Cox Memorial Fund .....	3,500.00	—14.60
J. S. and M. D. Cox Fund .....	5,000.00	47.62
Cox Hall .....	5,000.00	231.00
Mary E. M. Davis Memorial Scholarship .....	1,000.00	
Eulah Dixon Fund .....	1,017.69	18.27
English Endowment Fund .....	300.00	
N. F. and Laura Farlow Contingent Endowment ..	6,000.00	52.76
Franklin G. Frazier Fund .....	11,413.62	744.09
Lucetta Churchill Frazier Memorial Fund .....	1,675.00	100.53
Melvina Frazier Fund .....	1,000.00	60.00
Girls' Aid Fund .....	1,752.91	68.45
General .....	386,052.69	17,747.73
Girls' Home Fund .....	6,040.83	244.57
Harriett Green Fund .....	12,389.48	686.85
John B. Griffin Fund .....	1,625.00	97.73
John B. Griffin Memorial Fund.....	500.00	26.40
J. Robert and Retta Hardin Contingent Endowment	1,000.00	50.12
Fowell B. Hill Fund .....	1,000.00	17.08
Nathan Branson Hill Fund .....	5,000.00	49.43
Richard L. and Hattie Overman Hollowell Fund ..	10,000.00	137.84
Nathan Hunt Memorial Fund .....	1,500.00	90.00
Francis T. King Fund .....	5,000.00	—20.87
Rufus King Peace Fund .....	47.45	— .20
Elta Lindley Memorial Fund .....	5,000.00	—20.87
Ezra Murray Meador Fund .....	500.00	— 2.09
Elihu and Abigail N. Mendenhall Memorial Fund ..	12,350.00	743.29
Nereus and Oriana Mendenhall Math. Scholarship	4,182.82	250.51
N. Pauline Mendenhall Fund .....	1,000.00	
Oliver Woodson Nixon Fund .....	25,000.00	— 1.00
Susanna Osborne Fund .....	1,000.00	60.00
William F. Overman Fund .....	1,000.00	35.38
Harriett Peck Fund .....	1,000.00	60.00
Ann E. W. Peele Fund ....	500.00	30.00
Philadelphia Fund .....	10,000.00	265.65
Physical Education Fund .....	350.00	
James Reynolds Fund .....	400.00	
Richardson Fund No. 2 .....	3,175.36	84.35
Richard A. and Eliza C. Ricks Memorial Fund ....	1,500.00	113.26
Josephine Leonard Robbins Memorial Fund .....	1,000.00	60.00
Isaac Sharpless Memorial Fund .....	50.00	
Mary E. Starbuck Memorial Fund .....	25.00	1.50
May K. Symmes Contingent Endowment .....	1,000.00	60.00
Allen and Anna Tomlinson Memorial Fund .....	250.00	15.00
Martha S. Tomlinson Memorial Fund .....	600.00	36.00
Cora E. White Contingent Endowment .....	500.00	30.00
Frances White Fund .....	5,000.00	— .20
George W. White Memorial Fund .....	1,000.00	17.43
George W. and Mary E. W. White Contingent End.	5,000.00	
Henryanna Hackney White Scholarship .....	1,000.00	57.04
Henryanna Hackney White Memorial Fund .....	10,000.00	—126.54
Mary J. White Fund .....	150.00	5.89
Rufus and Lydia White Memorial Fund .....	1,000.00	60.00
<b>TOTAL .....</b>	<b>\$579,847.85</b>	<b>\$23,326.10</b>

# GUILFORD COLLEGE BULLETIN

*FRESHMAN WEEK*

SEPTEMBER 3-7, 1934



ENTRANCE TO CAMPUS

*Welcome to the Class of 1938*

Published monthly  
by  
Guilford College

GUILFORD COLLEGE, N. C.

# Program

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SEPTEMBER 3 TO 7, 1934

*Monday, September 3*

- 8:00-12:00 Matriculation—President's Office, Memorial Hall.  
Payment of Fees—Treasurer's Office, Memorial Hall.
- 12:25 Lunch, Founders Hall.
- 1:00- 3:00 Arrangement of rooms in dormitories.
- 3:00- 4:00 Mass meeting for all students—Auditorium.  
Address of Welcome, President Milner.  
Address, President Emeritus Binford.
- 4:30- 5:30 Recreation.
- 6:00 Dinner.
- 7:00 Social hour.
- 8:00 Meeting with deans and presidents of student councils. Men—Archdale Hall.  
Women—Founders Hall.

*Tuesday, September 4*

- 8:00 "Guilford's Educational Program," President Milner—Auditorium.
- 9:00 English Placement Tests for all students—Auditorium.
- 10:15 Section A—"The Use of the Library," Miss Ricks—Library.  
Section B—"How to Study in College," Mrs. Milner—King 1.  
Section C—"The Historical Significance of Guilford College," Professor Newlin—King 4.
- 11:10 Section A—"How to Study in College," Mrs. Milner—King 1.  
Section B—"The Historical Significance of Guilford College," Professor Newlin—King 4.



Section C—"The Use of the Library," Miss  
Ricks—Library.

1:15—A Trip Over the Campus—Dr. Purdom.

2:00 Meeting for all students, Professor Shepard—  
Auditorium.

3:10 Section A—"The Historical Significance of Guil-  
ford College," Professor Newlin  
—King 4.

Section B—"The Use of the Library," Miss  
Ricks—Library.

Section C—"How to Study in College," Mrs.  
Milner—King 1.

4:30- 5:30 Recreation.

8:00 Presentation of Student Organizations—Audi-  
torium.

### *Wednesday, September 5*

8:00- 8:30 Chapel—President Milner and Professor Noah  
—Auditorium.

8:30-10:00 French Placement Tests for all students who  
present entrance units in French—Auditorium.  
All other students, Room 2, King Hall: "Lan-  
guage—A Cultural Tool," Professor Furnas.

10:00-11:00 Section A—"The Use of the Library," Miss  
Ricks—Library.

Section B—"How to Study in College," Mrs.  
Milner—King 1.

Section C—"Health," Dr. Campbell—King 4.

11:00-12:00 Section A—"How to Study in College," Mrs.  
Milner—King 1.

Section B—"Health," Dr. Campbell—King 4.

Section C—"The Use of the Library," Miss  
Ricks—Library.

1:00- 4:00 Selection of Courses—Memorial Hall, Biology  
Laboratory.

4:30- 5:30 Recreation.

7:30 Social Program.

*Thursday, September 6*

- 8:00-8:30 "The Honor System," Geo. Parker—Auditorium.  
8:30-10:00 General Intelligence Test for all new students—  
Auditorium.  
10:00-11:00 Section A—"Health," Dr. Campbell—King 4.  
Section B—"The Use of the Library," Miss  
Ricks—Library.  
Section C—"How to Study in College," Mrs.  
Milner—King 1.  
11:00-12:00 Section A—"Reading for Leisure," Professor  
Furnas—King 4.  
Section B—"Music," Mrs. Noah—King 1.  
Section C—"Sports and Hobbies," Coach Ander-  
son—King 7.

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1:00- 5:00 Registration of all upperclassmen.

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- 1:15- 2:15 Section A—"Music," Mrs. Noah—King 1.  
Section B—"Sports and Hobbies," Coach Ander-  
son—King 7.  
Section C—"Reading for Leisure," Professor  
Furnas—King 4.  
2:15- 3:15 Section A—"Sports and Hobbies," Coach Ander-  
son—King 7.  
Section B—"Reading for Leisure," Professor  
Furnas—King 4.  
Section C—"Music," Mrs. Noah—King 1.  
3:30- 4:30 Freshman call at book store for registration cards.  
4:30- 5:30 Recreation.  
8:00 Freshman Talent Program.

*Friday, September 7*

8:00 Regular academic schedule of semester begins.

NOTE: If traveling by train, consult ticket agent about special rates for students.

Bulletins like this are now being mailed. If you desire to have some sent to friends, will you please bring your list of names and addresses by my office today?

VOL. XXVII

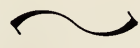
SEPTEMBER, 1934

Number 6

# GUILFORD COLLEGE BULLETIN

*Inauguration Number*

Jewell Conrad



Published Monthly by Guilford College

Entered at Guilford College, N. C., as second-class matter under the  
act of Congress, August 24, 1912

This issue edited by the Secretary of the College, Clarence E. Tobias, Jr.



CLYDE A. MILNER  
*Fourth President of Guilford College*

*The Board of Trustees of  
Guilford College*

*announces*

*the election and inauguration of*

*Clyde A. Milner*

*as President*

*of Guilford College*

*August 11, 1934*

## The Enrichment of the Spiritual Life in a Change of Leadership

A change in leadership often reveals clearly the quality of the spiritual life of an institution, and we believe that this has been demonstrated in this change of administration at Guilford College. It is the spiritual which preserves those values which have been achieved and discovered through years of seeking; and without the spiritual much is lost which is the vital center of the life of an institution. So marked has our experience been of the reality of the spiritual life of the college in this period of change of leadership that one Friend spoke of the inauguration meeting as the high water mark of the spiritual experience of North Carolina Yearly Meeting.

The ceremony was in Friendly simplicity. There was evidence abundant of the appreciation on the part of both President-Emeritus Binford and President Milner of the quality of soul of the other leader. There was a sense of gratitude for the accomplishments of the past administration and a confidence in the new one. Each leader seemed to sense clearly his place in the succession of the consecrated leaders the college has had, the importance of all that had been given to them through spiritual guidance, and the essential spiritual unity of the institution in its period of service of almost a century. One man in simplicity and sincerity welcomed another to the tasks that had been his and which he was now to watch the other perform; the other man consecrated himself anew to build on the old foundations a stronger and finer super-structure than had yet been built, pledged his faith in his colleagues, asked for the guidance and grace of God, and went to work.

Thus has the spiritual life of the college been proved.



# Inaugural Presentation of Clyde A. Milner

## By Dudley D. Carroll

Chairman of the Board of Trustees, at the Educational Session of the North Carolina Yearly Meeting of the Religious Society of Friends, August 11, 1934

It is my hope that some day an aspiring student seeking a doctor's degree will make a study of the relationship between the elaborateness of inaugural ceremonies attendant upon the installation of college presidents and the later achievements of the persons installed. I have a suspicion that a strong inverse ratio will be discovered. I understand that, at the installation of a university president sometime ago, one of the visiting officials asked President Binford what they did when he was made president. He said, "I just came and went to work." It is indeed reassuring in a world where show and ceremonial are so popular that an earnest, competent, and consecrated man can come to a great task and quietly go to work. You see today with great satisfaction, I know, the achievements which have followed from that quiet, simple initiation by Raymond Binford of his fruitful administration as President of Guilford College.

May I present today one who is already here and has already been at work. I merely present the man. I shall not engage in any long biographical sketch. He has a fine heritage and already has had a fine career of training and accomplishment. He is a man of sound scholarship, and has made a special study of the administration of higher educational institutions. He probably knows more about the actual every-day administration of collegiate activities than any person in America. He is a man who has already won the affection of the student body. It did not take him long to make his impression on the life of this campus. We discover that he has won the confidence and esteem of his colleagues and that they accept him as their leader. I present him as a man of fine spiritual ideals; so vivid, vital, and appealing that the greatest Christian organization of this country has selected him for a high office in its national movement for training our youth in Christian ideals. I present him as a man who enlists the love of those with whom he lives; who commands the respect of strangers and those with whom he comes in contact outside. I present him, in short, as a young man ready to run a race—Dr. Clyde A. Milner, President of Guilford College.

## Acceptance of the Presidency of Guilford College

It is with a sense of awe that I assume the responsibilities inherent in accepting the presidency of Guilford College. This feeling is intensified because of the spiritual inception of the college and its religious and educational contribution through a century, and because of the distinctiveness of each of my predecessors. The very fact that there have been only three presidents of this college since 1888 attests their leadership. In stepping into this succession, I am conscious that inevitably I am being evaluated in the light of their finest characteristics. No matter how sincerely one might try to emulate these significant traits of character, it is humanly impossible. However, let us try to state their uniqueness as a goal to be kept constantly before us.

It is impossible, of course, to picture a life in the few sentences to which we are of necessity confined. However, as a man lives in a place of responsibility, certain traits stand out in clear relief. Dr. Hobbs, the southern *gentle man*, distinguished himself by his depth and breadth of insight into the lives of all those with whom he came in contact and by his interest in and understanding of young people. Guilford College and the commonwealth of North Carolina will never live long enough for time to erase or lessen the impact of this Christian educator.

By those who knew him, Dr. Thomas Newlin distinguished himself by his geniality and his friendliness. Although the period of his service was relatively short, it is significant that this quality has lingered. Dr. Raymond Binford, with whom I have had the privilege of working for these four years and with whom I look forward to years of rich fellowship, has and will stamp on the life of the college his unflagging loyalty to duty, his untiring consecration to the college, and his contribution to education at the college level.

With such leaders, for more than a hundred years, Friends of North Carolina have loyally contributed their thought, time, and means to the building of Guilford College. This institution has a long and distinctive history of such consecrated effort. This

same obligation rests upon me and upon all of us who are directly or indirectly responsible for the present college, and there is also the opportunity of building securely the foundations of the second century of Christian educational service. Thus we envisage our two-fold task: first, it is for us to conserve the value which the college has in its rich heritage; second, to translate the same fundamental values into the lives of the students of our present college generations.

We, recognizing the fact that values are eternal, must however, interpret them into the language, mood, and social climate of the present. Just as essential today are the deep insights and understanding of Dr. Hobbs, the geniality and friendliness of Dr. Newlin, and the loyalty and consecration of Dr. Binford. But all of these must be carefully applied to the college freshman who comes from high school and be blended with his previous background and his early conditioning.

The leadership and values of which we are speaking are the heritage of Quakerism at its best. If there had been no members of the Society of Friends concerned about education, there would have been no New Garden Boarding School. If there had been no forward looking and progressive Quaker educators there would have been no Guilford College. This institution is an integral and indispensable unit of the North Carolina Yearly Meeting and is rightfully its intellectual and spiritual center. No one could successfully contend that this college is not one of the most creative expressions of the spirit of the Yearly Meeting. Recognizing this relationship, my colleagues and I will always be eager to respond to every opportunity or opening to make the service of the college to the Yearly Meeting more effective. We desire the mutual advancement that must thus emerge.

I am assuming the office at a time when higher education in the United States is receiving close surveillance. Even the true meaning of a liberal education is being argued; the number of students who can be successfully educated questioned; the personality adjustments to learning facts investigated; and the qualifications for effective instructors carefully evaluated. This makes the task more difficult and challenging. True to the unique contribution of our Quaker heritage are the respect for indi-

vidual personality and the use of corporate judgment as the basis of decisions. Our policies will be formulated and administered with these ideals constantly in mind. My ideal of leadership will be to act as spokesman for the corporate judgments of my colleagues. I shall consider that I am successful only in terms of the increased success and growth of each member of the faculty in his or her respective field of endeavor.

It is apparent to the careful observer of education that too great emphasis has been placed upon the mere memorization of information. At its best, education is the developing of the whole personality and it is therefore only as new truth is not only mentally grasped, but also is integrated into the feeling and volitional self, that the high educational values can be realized. For too long a time facts have been memorized and transmitted without resulting in the social and economic changes to which they should inevitably lead. If Guilford College could so train its students that they would not only *know* but also *do* and *feel* in relation to each emerging situation the contribution of the college during this second century is assured.

This is not the time to state a program of education or outline a policy of administration. Rather, it is the occasion to accept publicly the responsibility, and also the great opportunity that the board of trustees has conferred upon me. Deeply aware of the rich heritage of the past, I pledge my physical and spiritual energy to incarnate anew and dedicate this heritage to the future students, and strive to provide such preparation as will adequately equip them for life with balance of judgment, depth of insight and richness of Christian character.

CLYDE A. MILNER.

August 11, 1934.

# Clyde A. Milner, A. B., M. A., B. D., Ph. D.

Born at Unitia, Tennessee, August 2, 1899; the son of Fremont Beverly and Ella Walker Milner, then serving under the Home Mission Board of Wilmington Yearly Meeting of the Religious Society of Friends.

Moved to Leesburg, Highland County, Ohio, in 1902.

Graduated from Leesburg High School, 1917.

Student at Wilmington College, September, 1917, to 1919.

Engaged in rehabilitation work in France under the American Friends' Service Committee, March to October, 1919.

Awarded a fellowship for study at Woodbrooke College, England, for the year 1919-1920.

Returned to Wilmington College, September, 1920.

Awarded the degree of Bachelor of Arts at Wilmington College, 1921.

Taught in the Summer School at Wilmington College, 1921.

Awarded the T. Wistar Brown Scholarship at Haverford College, 1921-1922.

Awarded the degree of Master of Arts at Haverford College, 1922.

Student at Hartford Theological Seminary, September, 1922, to June, 1924.

Awarded the Degree of Bachelor of Divinity, 1924.

Awarded the John S. Welles Fellowship for study abroad.

Recorded as a minister in the Society of Friends by Leesburg Monthly Meeting February 21, 1924.

Student at The University of Chicago, summer, 1924.

Dean of Men and Assistant Professor of Psychology and Philosophy, Earlham College, September, 1924, to June, 1927.

Student at the University of Marburg and the University of Geneva; student with Dr. Oskar Pfister of Zürich, traveling in England, France, Germany, Holland, Switzerland and Italy; June, 1927, to September, 1928, on the John S. Welles Fellowship.

Married Ernestine Cookson, of Urbana, Ohio, on July 5, 1928, at Geneva, Switzerland.

Dean of Men and Professor of Psychology at Earlham College, September 1928, to June, 1930.

Student in Higher Education at Columbia University, summer of 1930.

Dean of the College and Professor of Philosophy at Guilford College, September, 1930, to July, 1934.

(On leave of absence during the academic year of 1933-1934.)

Graduate Student at Hartford Theological Seminary on the John S. Welles Fellowship, 1933-1934.

Awarded the degree of Doctor of Philosophy, May 23, 1934. Dissertation title, "The Dean of the Small Church Related College."

(This is to be published under the title, "The Dean of the Small College".)

Elected President of Guilford College July 11, 1934, and assumed the duties of the Presidency July 16, 1934.

Inaugurated as President at the Educational Session of the North Carolina Yearly Meeting of the Religious Society of Friends, August 11, 1934.



# The Leaders of Ninety-seven Years of Guilford College

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## *Superintendents of New Garden Boarding School*

DUGAN AND ASENATH CLARK

JOSHUA AND ABIGAIL STANLEY

THOMAS AND NANCY HUNT

NEREUS MENDENHALL

(ALETHA COFFIN, *Assistant Superintendent*)

DAVID AND ZELINDA MARSHALL

AARON AND JANE STALKER

JONATHAN E. AND ELIZABETH COX

JOHN AND ACHSA CARTER

JONATHAN E. COX AND EZRA MEADER

GEORGE N. HARTLEY

JEREMIAH S. COX

JESSE BUNDY

## *Presidents of Guilford College*

DR. LEWIS LYNDON HOBBS . . . . . 1888-1915

DR. THOMAS NEWLIN . . . . . 1915-1917

DR. RAYMOND BINFORD . . . . . 1918-1934

DR. CLYDE A. MILNER . . . . . 1934-



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# Guilford College Bulletin

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## HOMECOMING NUMBER

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PUBLISHED MONTHLY  
BY

GUILFORD COLLEGE

ON THE FRIENDLY ROAD  
IN GUILFORD COUNTY  
NORTH CAROLINA

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Entered at Guilford College, N. C., as second-class matter, under Act of Congress  
August 24, 1912

## ANNUAL HOMECOMING SCHEDULED NOVEMBER 3

Alumni and old students of Guilford College will gather on the college campus Saturday, November 3 for the annual Home Coming Celebration. A full program, beginning at 11:15 o'clock Saturday morning and running through to 9:30 Saturday evening, has been planned for the occasion by the Faculty Home Coming Committee headed by J. Wilmer Pancoast.

### Features of Program

The football game with Lenoir-Rhyne College, which begins at two o'clock on Hobbs' field, and the opportunity provided at the after-dinner coffee for the alumni and old students to meet the new president, Dr. Clyde A. Milner and Mrs. Milner, will be high-lights of the day's program.

A hockey game, scheduled between the Alumni and the present Guilford Hockey team, will be played at 11:15 o'clock on the field south of the New Garden meeting house.

Following the Alumni committee meetings, dinner and after-dinner coffee will be served in Founders Hall at 6:00.

The fall play "Tons of Money" by Evans and Valentine, will be presented at 8:00 o'clock in the College auditorium by the College Dramatic Council under the direction of Professor Phillip Furnas.

### COMMITTEES WILL MEET

Four committees of the Alumni Association will hold short meetings immediately after the football game at the following designated places:

Publicity committee, A. Scott Parker,

chairman, will meet in the East Parlor of Founders hall.

The Athletic committee, E. H. McBane, chairman, will meet in the Philomathian hall.

Campus committee, David J. White, chairman, will gather in the Zetasion hall.

The Educational committee meeting, with Algie I. Newlin, as chairman, will be arranged for a later date.

Members of the reception committee will be on duty at Founders Hall during the afternoon.

### HOMECOMING DAY PROGRAM

November 3, 1934

- 11:15 A. M. Hockey game—Alumni vs. Guilford College.
- 12:45 P. M. Lunch, Founders Hall, \$ .35
- 2:00 P. M. Football game, Lenoir-Rhyne vs. Guilford College, price \$1.00.
- 4:30 P. M. Alumni Committee meetings and meetings of the following reunion classes in the library: 1895, 1905, 1912, 1913, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1925
- 6:00 P. M. Dinner and after-dinner coffee, Founders Hall, price \$ .35.
- 8:00 P. M. Fall College Play "Tons of Money"—Comedy—College Auditorium, price \$ .45.

### CLASS REUNIONS

Homecoming Day, November 3, is not too early to begin preparing for the class reunions at the 1935 commencement and Alumni programs, so think the members of the Alumni Executive Committee.

Members of the following classes will meet in the College library immediately after the football game: 1895, 1905, 1912, 1913, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1925.

The purpose of these meetings is to take advantage of the presence of a

large number of Alumni to begin making plans for the reunions of the classes mentioned in the preceding paragraph. A class history of each class is to be prepared before Commencement time and the responsibility for this undertaking should be delegated in advance. It is hoped that this matter and the task of getting class members appointed for the purpose of advertising the class reunions can be taken care of at these meetings following the football game.

Miss Lasley, Miss Ricks and Paul C. Edgerton will be in the Library immediately after the game to direct the representatives of the various classes.

#### ENROLLMENT PASSES 300 MARK

Three hundred and four students are now enrolled at Guilford College, it was learned from a recent press report. This is the largest enrollment in the history of the college and is a realization of the goal which was set by the trustees of the college a number of years ago.

The Educational Committee of the Alumni association has undertaken the task of helping the administration bring to Guilford in the years to come students with superior records in the preparatory and high schools from which they are graduated. The Administration has at last reached the place where it can select the students who are to be admitted into the freshman class, and it is in this selective process that the Educational Committee feels that each member of the Alumni Association can be of particular assistance to the college.

#### ALUMNI NOTES

1912

Herbert S. Sawyer recently paid a short visit to the campus. He is a prominent lawyer of Miami, Florida, a member of the firm of Evans, Mershon and Sawyer.

1913

Mary Mendenhall, who has been studying in the Department of Psychology of Yale University for the past three years, was awarded the Ph. D. degree last June.

1914

Charles Frank Benbow is a candidate for the state senate on the Republican ticket. Mr. Benbow is president of the Guilford College Club of Winston-Salem.

During the first semester of 1934-35, David E. Henley, is on leave of absence from Whittier College, Whittier, California, in which he has held the position of professor of economics and sociology since 1928, for the purpose of studying at Pendle Hill School, Wallingford, Pa. He is working on a dissertation, which when finished, will complete his requirements for the Ph. D. degree from the University of Southern California.

William A. Wolff now holds the position of chemist at the Philadelphia Hospital, 8th and Spruce streets, Philadelphia, having taken up his duties there on May 1, 1934. In 1924 he received the master's degree from Haverford College and later was awarded the Ph. D. degree by the University of Pennsylvania. William is a very active member of the Guilford College Alumni Club of Philadelphia which was organized last spring.

Spot Taylor has recently accepted a position with the city of Kingston Lab-

oratory, Kingston, N. Y. In 1927 he completed his work for the M. D. degree from the Medical School of Johns Hopkins University and for several years was with the Department of Pathology of that university. Later he was in the Department of Pathology of Pennsylvania Hospital, Philadelphia.

1925

After receiving the master's degree from North Carolina State College in 1926, Frank L. Crutchfield entered the Bell Telephone Laboratories in New York City. An outgrowth of his work, with that of others, in these laboratories is an artificial ear which he describes in an article in the November 1933 issue of the *Bell Laboratories Record*. This article is entitled "An Artificial Ear for Receiver Testing."

Mr. Crutchfield is now in charge of the Master Transmission Reference System. During the past few months he has undertaken the calibration of instrument standards.

1928

Byron Haworth recently completed a three year law course at the Duke University Law School from which he received the degree of bachelor of laws in June, 1934. He opened his law office in the Commercial National Bank Building in High Point September 1, 1934. Prior to entering law school, Mr. Haworth taught Journalism and English in the Greensboro Senior High School.

Paul Reynolds, who was awarded the Ph. D. degree in Zoology by Johns Hopkins University last June is a member of the faculty of Birmingham-Southern College in Montgomery, Ala.

1932

H. Sinclair Williams, Jr. was a visitor on the campus last week. "Sonny" is a lieutenant in the army air corps and is stationed at Langley Field, Va.

True to Quaker custom the women who are former students of Guilford do not allow the men to surpass them even in aviation. Mary Webb Nicholson, medical stenographer for the Sternberger Children's Hospital in Greensboro, and who "flies" for recreation, is the first licensed woman pilot in North Carolina.

1933

David H. Parsons, Jr. who was a teacher of social science in the High Point High School resigned on October 8 to take a position with Cone Memorial Y. M. C. A. at Proximity. Last year Mr. Parsons was a Guilford scholar at Haverford College and was awarded the M. A. degree by that institution last June.

#### FORMER STUDENTS

J. Dewey Dorsett of Raleigh, N. C. was recently elected president of the National Association of Industrial Boards and Commissions at its annual convention in Boston. Mr. Dorsett not only has the distinction of being the youngest man ever to be chosen for this office, but was promoted to it over vice presidents who, according to custom, were in line for it. He will preside over the association which includes Canada, Porto Rica, Hawaii and the District of Columbia. Mr. Dorsett was a student of Guilford College 1918-1920.

Mahlon H. Cox of Eudora, Kansas, recently visited Dr. Perisho who was one of his teachers while he was a student at Guilford College in 1889-1890.





# GUILFORD COLLEGE BULLETIN

EIGHTEENTH SUMMER SESSION • JUNE 4 - AUG. 5, 1935

## OBJECTIVES OF GUILFORD COLLEGE SUMMER SESSION

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
2. To give to teachers courses that lead to certification.
3. To encourage leisure reading for and preparation of the cultural resource courses.
4. To give special training to those students interested in personnel work and vocational guidance.
5. To train men students for high school coaching positions.

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### COURSES OFFERED

#### BIOLOGY

*Dr. Eva G. Campbell*

- BIOLOGY 9. *Bacteriology.*  
Three hours credit. To be arranged.
- BIOLOGY 11. *Biology Seminar.*  
Three hours credit. To be arranged.
- BIOLOGY S15. *Physiology and Hygiene.*  
Two or three hours credit. Second period.  
A course in the fundamentals of hygiene and health education.

#### CHEMISTRY

*Dr. Harvey A. Ljung*

- CHEMISTRY 3. *Qualitative Analysis.*  
Three hours credit. Fourth period.
- CHEMISTRY 6. *Quantitative Analysis.*  
Three hours credit. Third period.
- CHEMISTRY 7-8. *Organic Chemistry.*  
Six hours credit. First and second periods.

#### EDUCATION

*Professor F. Carlyle Shepard*

- EDUCATION 1. *Classroom Management.*  
Three hours credit. First period.
- EDUCATION 10. *Elementary School Methods.*  
Three hours credit. Fourth period.
- EDUCATION. 11. *Principles of Secondary Education.*  
Three hours credit. Sixth period.

## ENGLISH

*Professor Philip Furnas*

ENGLISH 3-4. *Survey of English Literature.*

Six hours credit.

First and second periods.

ENGLISH 19. *General Literature.*

Three hours credit.

Fourth period.

## HISTORY

*Professor Algie Newlin*

HISTORY 5-6. *American History.*

Six hours credit.

First and second periods.

POLITICAL SCIENCE 23-24. *American Government.*

Six hours credit.

Third and fourth periods.

EDUCATION 27. *Materials and Methods of Teaching High School History.*

Three hours credit.

Fifth period.

## MATHEMATICS

*Professor J. Wilmer Pancoast*

MATHEMATICS 1-2. *College Algebra.*

Six hours credit.

First and second periods.

MATHEMATICS 3-4. *Mathematical Analysis.*

Six hours credit.

First and second periods.

## PSYCHOLOGY AND PHILOSOPHY

*Dr. Clyde A. Milner*

*Professor F. Carlyle Shepard*

*Associate Professor Ernestine C. Milner*

PSYCHOLOGY 6. *Educational Psychology.*

Three hours credit.

Third period.

*Professor Shepard*

PHILOSOPHY 14. *Philosophy of Religion.*

Three hours credit.

Third period.

*Dr. Milner*

PHILOSOPHY 10. *Aesthetics; Appreciation of Art.*

Three hours credit.

Fifth period.

*Mrs. Milner*

PHILOSOPHY 103-104. *A Survey of Religious and Philosophical Thought.*

Six hours credit.

First and second periods.

*Dr. Milner*

## PHYSICAL EDUCATION

*Courses in Physical Education for men and for women will be offered.*

One hour credit.

4:00-5:00 each afternoon.

**FRENCH**  
*Professor Fleming*

FRENCH 3-4. *Intermediate Course.*  
Six hours credit.

First and second periods.

FRENCH 15-16. *Advanced Course.*  
Six hours credit.

Third and fourth periods.

---

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered upon sufficient demand.

**SCHEDULE OF CLASSES**

Classes are scheduled to meet each week day morning from 7:45 to 12:15. There are five standard class periods before noon and three during the afternoon. The afternoon classes are scheduled from 1:15 to 4:00.

Summer School Assembly will meet each Wednesday morning from 11:50-12:15.

**LIVING ACCOMMODATIONS AND EXPENSES**

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

For further information address:

DIRECTOR OF THE SUMMER SESSION,  
GUILFORD COLLEGE,  
GUILFORD COLLEGE, N. C.





CAMPUS  
VIEW

# Guilford College Bulletin

December, 1934  
Vol. XXVII  
No. 9



# The College

*The  
campus  
with its  
fine old  
oaks is  
far-famed  
for its  
beauty.*

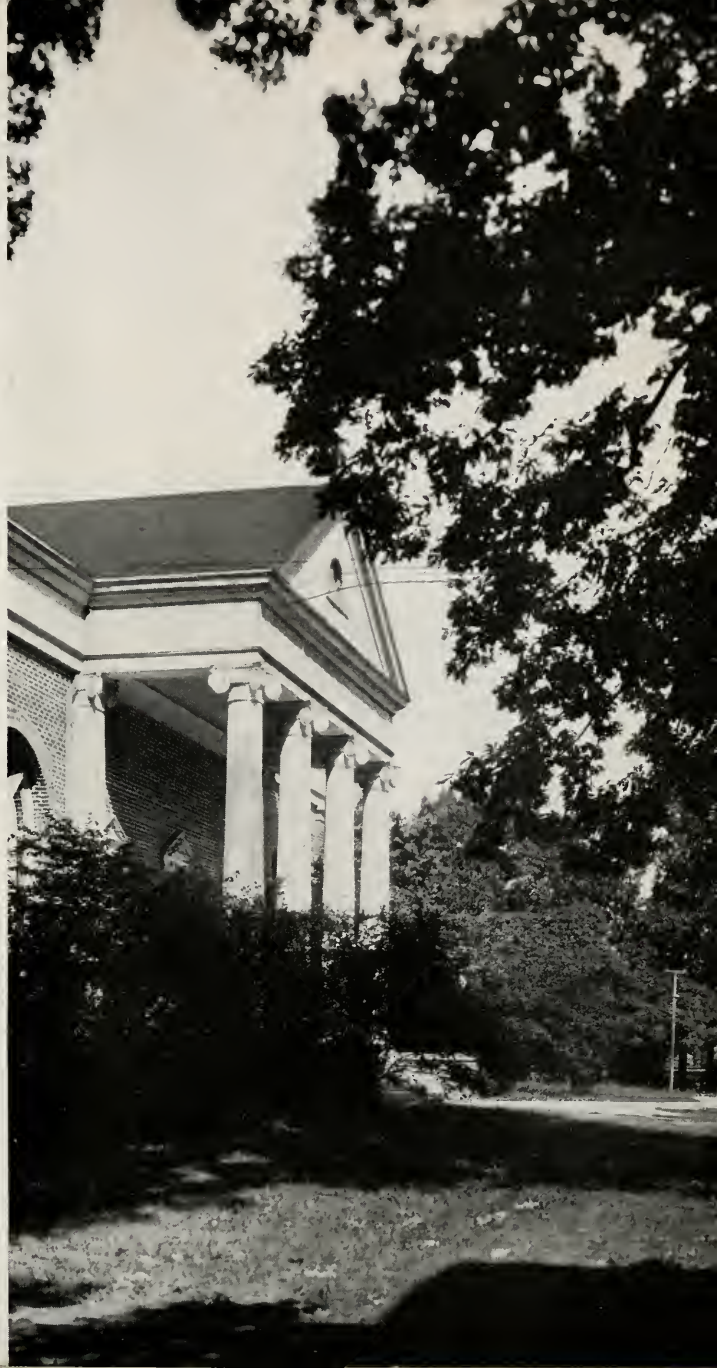
MEMORIAL  
HALL



# Buildings

*Around a  
wooded  
quadrangle  
are grouped  
the ten  
college  
buildings.  
They are  
equipped  
with modern  
conveniences.*

THE LIBRARY





DR. E. G. PURDOM  
Chairman of Science Group  
Dean of Men



PROF. PHILIP FURNAS  
Chairman of Arts and  
Literature Group



PROF. F. CARLYLE SHEPARD  
Chairman of Social  
Science Group

## The Guilford College Faculty

The faculty is distinguished not only for its excellent scholarship but also for its ability to train students who can meet the problems of their age. The graduates attest such success. 94% of the class of 1934 is satisfactorily located in positions or in graduate schools.



MRS. ERNESTINE MILNER  
Director of Personnel  
Dean of Women



MARTHA TAYLOR

GEORGE PARKER

*Presidents of Student Government Associations*



## Activities of the Students

Each student at Guilford College finds adequate opportunities for the development of personal interests. Dramatics, music, athletics, debates, and student publications are mediums for student talent.



GUILFORD COLLEGE CHOIR



DEBATES COUNCIL



Under the leadership of Coach Anderson and Professor Shepard, Guilford College's teams win recognition for their skill and their sportsmanship. An extensive intramural program for both men and women has also been developed.



COACH ANDERSON



WOMEN'S BASKETBALL CHAMPIONS

## Educational Affiliations

Guilford College is officially recognized as a standard four-year college of Liberal Arts and Sciences. It is a member of

THE SOUTHERN ASSOCIATION OF COLLEGES  
AND SECONDARY SCHOOLS

THE ASSOCIATION OF AMERICAN COLLEGES

Guilford College is also on the approved list of THE AMERICAN MEDICAL ASSOCIATION.

The North Carolina State Department of Education confers A certificates upon the graduates of Guilford College who have completed the prescribed courses in Education.

For further information about the college, address:

THE PRESIDENT,  
GUILFORD COLLEGE, NORTH CAROLINA.













